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ABSTRACT

A complete teaching guide is presented for teaching English as a second language (ESL) according to the Total Physical Response (TPR) approach as was researched by James J. Asher of San Jose (California) State University. The method is based on the following premises: (1) understanding the spoken language should be developed far in advance of speaking; (2) comprehension, much of the grammatical structure, and hundreds of vocabulary items can and should be learned through movement of the teacher's and the student's body; (3) speech is natural and developmental, and will emerge naturally in its own time; and (4) students should not be rushed into reading and writing before they have had ample listening and speaking experience. The 10 unit plans in this guide contain an overview of the vocabulary to be taught via commands, specific directions on what commands are to be presented, an oral review lesson, and grids for individual and small group record keeping. The guide is appropriate for teaching beginning and intermediate ESL on any age level. (Author/AMH)

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TEACHING

ENGLISH

THROUGH

ACTION

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TEACHING ENGLISH THROUGH ACTION

Teaching English Through Action is a comprehensive guide of daily lesson plans implementing the Total Physical Response (T.P.R.) approach to English as a Second Language (ESL). It is an excellent tool for teaching beginning and intermediate ESL students of ANY age level.

There are ten units which contain the essential vocabulary needed for survival and success in English. Each unit contains:

1. TARGET VOCABULARY--this is an overview of the words which will be taught via commands in the succeeding group of lessons.

2. INDIVIDUAL LESSON PLANS--a step-by-step detailing of exactly what commands are to be presented. T.P.R. is a euphoric experience for both teachers and students, and it is necessary to have very well planned commands at your fingertips in order to remain "in command of the situation." (Pardon the pun.) With these specific directions you will have control as well as enjoyment.

3. REVIEW LESSON--this is a review of the vocabulary of the entire unit. This lesson should be given orally.

4. RECORD OF MASTERY--there is a Grid for Recording Mastery (or need for further review) with each Review Lesson. It can serve as:

   --a small group (pull-out) grid
   --a large group (entire class) grid

   This provides a record of each student's progress and will be helpful to teachers and resource teachers in reporting to parents, principal, aide, etc.

You will note that vocabulary development is very carefully controlled. There are never more than eight new words or less than four new words per lesson. Each new word appears (inside a command) several times during the first presentation, then again in the following lesson's Review Commands, then again in further lessons and units. There is actually a tremendous amount of drill in Teaching English Through Action. What makes the drill unapparent, and therefore not tedious, is that the words are constantly being RECOMBINED in new and different commands. Thus you can drill ad nauseum and never feel nausea.

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TOTAL PHYSICAL RESPONSE APPROACH -- BASIC PREMISES

The Total Physical Response (TPR) Approach is based on the concept that language acquisition can be greatly accelerated through the use of kinesthetic behavior (body movement). Dr. James J. Asher, Professor of Psychology at San Jose State University, has researched and documented this approach for the past 22 years. It is the most researched second language approach that exists today. Dr. Asher noted in his early work that young children without schooling easily comprehended and uttered thousands of sentences, but both high school and college students, under professional teachers, found the process of second language learning a stressful and often unsuccessful experience. Asher presents solid evidence to support his theory that we have been largely unsuccessful in teaching second languages (foreign or English) because we have overlooked natural language learning sequences, which have been successful. The Total Physical Response strategy is based on the model of how children acquire their first language.

In first language acquisition:

1) "Listening skill is far in advance of speaking skill. For instance, it is common to observe young children who are not yet able to produce more than one word utterances demonstrate perfect understanding when an adult says, 'Run to Grandma and give her a kiss.' " Asher noted that, "as far back as 1935, teams of investigators such as Gessell and Thompson or Buhler and Hetzer have reported that when children learn their first language, listening comprehension of many complex utterances is demonstrated before these children produce any intelligible speech."

Asher infers from his observations, "It may be that listening comprehension maps the blueprint for further acquisition of speaking." Dr. Terrence D. Terrell, Department of Spanish and Portuguese Program in Linguistics, University of California, Irvine, heartily agrees. He states, "the listening comprehension skill is basic. The first step for a language learner is to comprehend the essential idea of what is being said to him."

Implication: Understanding the spoken language should be developed in advance of speaking.

2) "Adults . . . in first language acquisition, manipulate children's physical behavior by a massive number of commands. The infant becomes ready to talk only after many months of moving in response to gentle directions from adults . . ." This is nature's model for learning additional languages. Asher continues by stating, "children acquire listening skill in a particular way . . . There is an intimate relationship between language and the child's body."

Implication: "Understanding should be developed through movement of the student's body. The instructor can utter commands to manipulate student behavior. Most of the grammatical structure of the target language and hundreds of vocabulary items can be learned through the skillful use of the imperative by the instructor."

3) The third element in first language acquisition is: speech emerges naturally in the first language; it is not forced. Asher noted that in second language training, when speech has been forced before the student was ready, the stress that occurred impaired, rather than enhanced, learning.

Implication: "Do not attempt to force speaking from students. As the students internalize . . . the target language through understanding of what is heard, there will be a point of readiness to speak. The individual will spontaneously begin to produce utterances." When speech emerges, it will be imperfect, with many distortions in pronunciation and errors in grammar. The teacher must have patience, accept these errors and strongly limit error correction, knowing that, at the beginning stages of speech production, the most important consideration is COMMUNICATION. Asher states, "Remember, when the student begins to speak, the individual's entire attention is directed at trying to produce, so the student cannot attend efficiently to feedback from the instructor. This feedback should not interrupt a student in the middle of an attempt to express a thought . . . The feedback should be modified by a wide tolerance for errors. The instructional goal should be uninhibited communication that is intelligible to a native speaker. We want students to talk and talk and talk. Eventually, they can be fine tuned for more perfect speech."

Asher stresses that speech production (expressive stages) is natural, developmental, and a spontaneous reaction that follows internalization (receptive stages - comprehending) of the target language's 'code'. In other words, the distortions are a necessary aspect of the early stages of speech development and they will be reduced over time, just as errors are reduced, with time, in production of the child's native language.

I would like to add to Dr. Asher's basic statements my own comments based on my experience as both a teacher and a parent.

Reading and Writing - In first language experience, reading and writing are not required of children until they have had five years of listening experience and at least three years of speaking experience. This implies strongly that it is necessary that we not rush children who are learning a second language into the reading and writing of that language. The natural progression of language acquisition and proficiency is: 1) listening, 2) speaking, and 3) reading and writing.

Implication: We must be careful not to rush students into reading and writing before they have had ample experience with listening and speaking.

REFERENCES

1. Asher, James J. Learning Another Language Through Actions, The Complete Teacher's Guidebook. Los Gatos, California, Sky Oaks Productions, 1977.

2. Terrell, Terrence. Lecture at Santa Ana College at Conference of Orange County Association for Bilingual Ed/English as a Second Language, 1981.

INTRODUCTION

TEACHING ENGLISH THROUGH ACTION is based on the strategy of Total Physical Response (T.P.R.), a right brained approach to second language learning. T.P.R. has been extensively researched and popularized by Dr. James J. Asher, Professor of Psychology at California State University at San Jose. The intent of Dr. Asher's method and of this program is to "pretune the student with a high level of listening skill so that he will have a perceptual readiness to make a graceful, non-stressful transition to speaking the language."[1]

Dr. Asher hypothesized, tested, and confirmed that the "simultaneous learning of two skills - listening and speaking - inflicts acute stress upon the student because he is expected to make the alien sounds before he is 'perceptually ready.' This stress may retard the learning of a second language."[2]

The Teaching English Through Action program removes stress because (1) the student is required only to respond physically to commands, which most students enjoy doing, and (2) the student is not required to speak until he feels comfortable about expressing himself, and until he has developed a large "receptive" or listening (aural) vocabulary. IT IS VERY IMPORTANT THAT THE STUDENT BE ALLOWED PLENTY OF TIME FOR THIS RECEPTIVE LEARNING. When he finally does express him or herself, it has meaning to him, and the process has been enjoyable.

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1 and 2 James J. Asher, The Total Physical Response Technique of Learning, Journal of Special Education, Vol. 3, No. 3.

Teaching English Through Action

RATIONALE

In this program the approach to second language learning approximates the pattern of first language learning.

1st Language Learning

1. Listening (Receptive) In first language learning, the baby is listening even before birth and continues listening and responding to commands without making any or many sounds himself. We allow the child a great deal of time to listen before expecting speech.

2. Speaking (Expressive) Speaking begins between the first and second year. We express great approval when the child produces a "ma ma" or "da da" after months of listening. During this time the child is hearing increasingly complex statements and commands, and decoding and internalizing the sounds.

3. Reading (Receptive learning) and Writing (Expressive) These are required only after five years of listening. Teachers please note: We frequently "stampede" to steps 2 and 3 before the limited or non-English speaking student has the opportunity to internalize step 1.

2nd Language Learning

1. Listening (Receptive) The student finds it easy and pleasurable to learn the 2nd language through commands. Remember that during this 1st step of listening, all sounds are meaningless NOISE or GARBAGE. Very soon the student begins decoding as he/she continues responding physically to commands which are repeated, recombined, and given in "chunks," rather than word by word.

2. Speaking (Expressive) Speaking occurs naturally, developmentally, and without stress after approximately 10 hours of instruction. Students will start chorusing or even yelling the commands. Frequently one student will command another outside the classroom, in line, or on the playground. These are all signs that the student is ready to speak.

3. Reading (Receptive learning) and Writing (Expressive) These come easily and naturally after considerable exposure to listening and practice in speaking.

BASIC PROCEDURE

Listening (Receptive) Lesson

A comfortably long receptive stage provides 100% success in response.

1. Demonstration - Students listen and respond to commands by following the behavior modeled by the instructor.

   Instructor commands and models with

   2-3 students
   entire group
   3-4, 4-6 others
   individual (VOLUNTEER)

2. Instructor commands, without modeling, and

   group responds
   groups of 2-3, 4-6 respond
   individual (VOLUNTEER) responds

3. Instructor combines old and new commands and models with

   entire group
   groups of 2-3, 4-6

4. Instructor recombines old and new commands, without modeling, and

   group(s) respond
   individual (VOLUNTEER) responds

If there is any hesitance or confusion displayed by students during steps 2 or 4, instructor immediately returns to modeling with them.

NOTE: Keep changing the order of commands. This increases interest.

- -

After APPROXIMATELY 10 hours, students will reverse roles with teacher, and command

teacher
other students (small group)
whole group
other individual student (VOLUNTEER)

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The Very First Lesson

The teacher sits on a chair in plain sight of all students. Students should be seated in a semi-circle if possible, so that there is plenty of room for action.

If your students are of limited English speaking capability, you may explain that they will understand perfectly what you are going to say and will know what to do by simply following what you do. If your students are completely non-English speaking, you will not be able to explain. Smile and simply begin.

1. Sit in front of the room in plain sight of all. Have two chairs on either side of you.

2. Begin by using hand signals. Motion four students to come up to the front of the group and gesture for them to sit on either side of you, facing the group.

   Say, "stand" and immediately stand up as you motion the students on either side of you to stand up. Then say, "sit" and sit down and motion to the four students to do the same. Repeat this two or three times.

   Then say, "stand" to the entire class and motion them to stand; then "sit" and model and have the group do the same. Repeat several times. Switch to your 'demonstration' group of four students, and say, "walk", "sit", and "stand."

   Then say, "walk" to the entire group and model, and the group responds. Then "stop", model, and group responds. Then "sit", "turn," "stop", etc. You're on your way.

Unit I Lesson 1 is an outline description of the lesson you have just read.

Starting with Lesson 2

Spend the first part of every lesson with the Review Commands. Repeat these Review commands until the hesitation-type movement of students changes to non-hesitation-type movement.

The Commands section provides you with a guided, controlled network of commands. The Novel Commands reinforce vocabulary via humor and serve to test comprehension.

There is no formal "end" to the lesson. Simply congratulate the student with approving statements: "Excellent," "Very good," "How smart you are!" "Very well done."

Length of a Typical Lesson

The length of a lesson varies greatly, depending on the age and maturity of the students, the size of the group, and the general group ability.

A general approximation of time is:

- kindergarten and 1st grade students: start with 10 to 15 minutes per lesson; this will soon expand to 20 to 25 minutes.

- 2nd through 6th grades: start with 20 to 30 minutes; this will soon progress to 25 to 35 minutes.

Because the students enjoy the activity, you will find at any age level that their attention span is longer than you anticipated.

- junior and senior high students: 45 minutes.

- adults and college students: one to 2½ hours.

Obviously, in a longer session with older students, you will be able to cover more than one lesson. A session may include 2, 3, or 4 lessons (Four is rare.) Do not proceed to the next step until most or all of the students are demonstrating confident (non-hesitating) physical responses to your commands.

Collecting Items - Props (or Noun Cards)

1. Check existing picture files in your school and/or district.

2. Refer to the "Nouns" column on each unit's Target Vocabulary page. It will list which items or picture cards you will need. Items are preferable to pictures.

3. Have students, aides, mothers, or anyone help collect these items. Once collected, label and store the items in appropriate Unit boxes (Unit I, Unit II, etc.).

   a. There can be a school Treasure Hunt for these items or pictures of items. "If you can't find it, make it."

      Example: Room 1 - collects Unit III
      Room 2 - collects Unit IV
      Room 3 - collects Unit VI, etc.

   b. Upper grades can make a 5th grade, 6th grade, or simply class project of collecting items as a way of welcoming and helping their new friends.

TEACHER'S NOTES - GENERAL HINTS - RECEPTIVE STAGE

RESIST THE TEMPTATION TO SPEED THROUGH SEVERAL LESSONS

During T.P.R. sessions, students and teacher frequently become euphoric--the students because they are aware they are learning quickly, and the teacher because he/she sees such rapid progress. The temptation is to speed through four or five lessons. Resist it. Remember, many repetitions are necessary to insure success.

DO NOT JUMP FROM UNIT TO UNIT

These lessons build upon each other. Once you've started in a unit, continue in it. The lessons provide controlled introduction of new vocabulary and a continuous review. Both these elements are necessary for real internalization of the language.

KEEP YOUR COMMANDS "CLEAN"

This means, do only what your command says to do. If, as you command "Jump to the blackboard," you also incidentally scratch your leg, you will see your students responding by jumping to the blackboard and scratching their legs.

COPYING OTHERS IS LEARNING, NOT CHEATING

As students move to the commands, some uncertain ones will turn their eyes to see how their fellow students are moving and will mimic them. This is very acceptable behavior. With T.P.R. students learn by observing others as well as observing the teacher.

INSTANT FEEDBACK

T.P.R. is a very helpful method to the teacher. Because the physical response is so obvious, it tells the teacher immediately what each student comprehends and which commands need repeating.

VOCABULARY IN DIFFERENT REGIONS

As you refer to your nouns list, you may notice that words listed here are different than those used where you live. Feel free to substitute words that are used in your region.

Example: bucket/pail
mitt/glove
see-saw/teeter-totter
library/media center
buggy/carriage
boots/rubbers

SPEAKING

Eliminate stress by allowing students to assume expressive roles when they are ready.

Generally, by the time students are into Unit III on the receptive (listening) level, they have begun to demonstrate the wish to be expressive and will express commands they have heard in Units I and II.

Pronunciation

When students first begin to speak, you will notice many errors in pronunciation. Do not attempt to alter these or comment. The student is concentrating so hard on simply speaking, that he's not ready to absorb the finer points of pronunciation. Allow for errors and plan on correcting later when students have a comfortable basic speaking vocabulary.

SPEAKING (Expressive stages)

1. Role Reversal

After approximately ten hours of instruction, students and teacher reverse roles and individual students command: a) the instructor, b) other individuals, and c) the whole group. Remember, the students who command must be volunteers. The teacher simply asks, "Who wants to be teacher?"

NOTE: Students commanding teacher - role reversal

Keep this relatively short. Young students delight in instructing the teacher to jump, run, skip to the blackboard and turn, etc. They can easily wear you out physically. After four or five commands, have the "teacher" command a small group, the entire group, or one other individual (and "wear them out").

NOTE: A few of the following examples are taken from Dr. Asher's excellent book, Learning Another Language Through Actions. (See Resources, p. 152.)

2. One-word Response to a Question

Start with the imperative. Teacher commands, student responds physically; teacher asks question; student responds.

Present Tense

Example A: (An extremely shy child may need the opportunity to simply point.)

"Juan, sit on the chair." (Juan sits)
"Maria, where is Juan?"
(Maria can simply point to Juan.)

"Tom, who is on the chair?"
(Tom can point to Juan and his chair.)

Example B:

Imperative: "Juan, throw the ball to me."
Question: "Who has the ball?"
Response: "Juan."

"Does Maria have the ball?"
"No."
"Does Juan have the ball?"
"Yes."

Example C:

"Pick up one (1) and two (2)."
"Sylvia, give the 1 to Enrique."
"Who has the 1?"
"Enrique."

"Does Sylvia have the 1?"
"No."
"Does Enrique have the 1?"
"Yes."

Example D:

"Maria, put the 5 on the table."
"Is there a 5 on the table?"
"Yes."

"Put the 7 under the table."
"Is the 7 under the table?"
"Yes."

"Is the 5 under the table?"
"No."

(to the class)
"Who has the 5?"
"Maria."

2. One-word Response to a Question (continued)

Example E: How Many? (Present Tense)

Introduce "How many _____ do you have?" A short answer is expected.

"Touch your nose."
"How many noses do you have?"
"One."

"Close your eyes."
"How many eyes do you have?"
"Two."

"Count the flowers."
"How many flowers do you have?"
"Six."

Example F: "Who" questions

(In the following you are providing more opportunities to hear vocabulary review... colors, body parts, objects, adjectives, etc.)

"Look at your friends."

"Who is wearing a red dress, red socks and black shoes?"
"Vingh."

"Who has long blonde hair and big brown eyes?"
"Karen."

"Who is wearing new blue jeans?"
"Chang."

"Who is wearing a striped shirt that is blue and yellow and green?"
"Arturo."

Example G: Past Tense

"Betsy, give (throw) me the ball."
"Who gave (threw) me the ball?"
"Betsy."

(NOTE: With this last example, you've introduced a past tense question, but all that is required is a one-word response.)

3. Two and Three-Word Responses

Example A: Present Progressive Tense

"Harry, jump."
"Florence, run."
"Who is jumping?"
"Harry is."
(Teacher can add, "Yes, Harry is jumping.")

"Who is running?"
"Florence is."
(Teacher says, "Yes, Florence is running.")
(By next session, student may say, "Florence is running.")

Example B:

"Thieu, sit on the chair."
"Who is sitting on the chair?"
"Thieu is."
"Where is he sitting?"
"On the chair."
(Teacher says, "Yes, he's sitting on the chair.")

Example C: Introduce the concept OR (Present Tense)

"Show me the chair and the crayon."
(Teacher points to the chair.)
"Is this the chair or the crayon?"
"The chair."

"Pick up the book."
"Is this a book or a pencil?"
"A book."

Example D: "Where" questions

"Put the 6 on the table."
"Where is the 6?" (Present tense)
"On the table."
(It is not necessary for students to respond, "The 6 is on the table." "On the table" is adequate.)

"Put the 6 under the 5."
"Where is the 6?"
"Under the 5."

"Put the 4 on Sally's feet."
"Where is the 4?"
"On Sally's feet."

Example E: Time Telling

Students can make clocks out of paper plates with construction paper hands. (Takes ten minutes)

"Set your clock at 6:30," etc.
"It's 9 o'clock." (Students set clocks.)

Then: "Set your clock at 7:30."
"What time is it?"
"It's 7:30."

4. Short Phrases

(Teacher touches the table and says)
"I touch the table."
(Teacher shows continuous motion of touching and says)
"I'm touching the table." (Present Progressive Tense)

"I touch my feet."
"I am touching my feet."

"Tim, touch your feet."
(To the class)
"Tim is touching his feet."

"Tim, what are you doing?" "What is Tim doing?"
"I'm touching my feet." "He's touching his feet."

"Sarah, touch the yellow book."
"Kim, touch the yellow book that Sarah is touching."
(longer phrase)
"Kim, what are you doing?"
"I'm touching the yellow book that Sarah is touching."

Short Phrases (Past Tense)

When students are able to perform the exercises in the present, introduce the past in the same way you introduced the present.

"Henry, throw the flowers on the floor."
"Pablo, pick up the flowers that Henry threw on the floor."

"What did Henry do?"
"(He) Threw the flowers."
"Where did he throw the flowers?"
"On the floor."
"Did Henry pick up the flowers?"
"No."
"Did Pablo pick up the flowers?"
"Yes.
"Which flowers?"
"The flowers that Henry threw on the floor."

"Mary, write your name."
"Erase the name that Mary wrote."
"What did Mary do?" "What did you do?" etc.
"Did you erase the name that Mary wrote?" "Yes."

Short Phrases (Future Tense)

Example A:

"At the count of three, you're going to stand up."
(Count or clap hands.)

Example B:

"I (we) will count (clap) to five. At the count of five Jan will walk to the door, Maricela will stand on her desk, and Chang will open his book."
"What will Jan do?"
"What will Maricela (Chang) do?"

Example C:

(Using big clock and moving the hands slowly)
"Selma, at exactly 10:30 you're going to scream."
"What will Selma do?"
"Scream." "She'll scream."
(Move hands to 10:30, and Selma screams.)

Example D:

"Mark, at 5:15 you will rub your stomach, Steven will scratch his nose and Lydia will close her eyes."
"What will Mark (Lydia, Steven) do?"
"Will Steven run to the door and open it?" "No."
"Will Lydia scratch her nose?" "No."
"Will Mark rub his stomach?" "Yes."

5. Longer Phrases, Complete Sentences

"Socorro, tonight you (and Pia) will go to the store and buy a shirt for your father."
(Hold up card reading 'tonight.' Student proceeds through actions. Present progressive or past tense questions can be asked. If 'tonight' concept needs review, hold up a card reading 'tonight' with an identifying night scene... moon and stars, etc.)

"Where are you going tonight?" "We'll go to the store."
"What are you going to do there?" "We'll go shopping."
"What are you going to buy?" "We'll buy a shirt."
"When are you going to go?" "We'll go tonight."

6. Lists

"What do you eat in the morning?"
"What do you see in this picture?"
"What will you buy at the market?"

7. Personal Data

"Write your first name."
"Write your last name."
"Antonio, write Mr. in front of your first name." etc.
"Read what Antonio wrote."
(Now that the present progressive, past and future tenses have been introduced and practiced often, you can choose which you feel you need to review.)

Example: "What is Antonio writing?"
"What did Antonio write?"
(Before he writes) "What will Antonio write?"

8. Acting Out States of Being

Students act out feelings and teacher puts words to their actions.

angry	nervous	happy
sad	tired	afraid

Example: "Jose is angry." (Jose frowns.)
"Jose is frowning."
(Jose hunches his shoulders.)
"Jose is hunching his shoulders."

"Jeannette is sad." (Jeannette acts out crying.)
"She is crying."
"She is wiping her eyes."
"She's looking for a Kleenex."
"She's blowing her nose." (She sighs.)

"Thieu is nervous." (Thieu bites his fingernails.)
"He is biting his fingernails." etc.

9. Acting Out Following Reading

By this time students have acquired enough vocabulary to listen to and understand short stories. Procedure for readings, using vocabulary that students are acquainted with:

1) A story is read twice by the teacher. Students listen. Students do not have a copy of the story.
2) The story is read a third time and this time volunteer students act it out. Students wear large name cards of the character they are playing.
3) Students are asked "yes" or "no" and "who, what, where" questions about the story.

10. Acting Out Occupations

Divide the class into two or three teams. Students from each team are given the same occupation to act out. The team to guess the occupation first gets the point.

11. Negative

"Pick up two magazines. Put one on the desk and read the other."
"Pick up the magazine that he isn't reading."

"Sandy, write your name. Ann, write your name."
"Erase the name that Ann didn't write."

"Pancho Camancho" game (Negative with present progressive tense)

(This is a verbal "Hot Potato" game.)

Each student receives one cue card with stick figure depicting an action verb.

Start out, "Pancho Camancho isn't washing the window, he's eating." Person with eating card quickly stands up and says, "Pancho Camancho isn't eating, he's dancing." Person with dancing card quickly stands up, and so on.

"Pancho Camancho" with Objects and any verb the student wishes to use (Negative with Past Tense)

"Pancho Camancho didn't eat a sandwich, he wrote a letter."

"Pancho Camancho didn't write a letter, he read the newspaper."

"Pancho Camancho didn't read the newspaper, he cut the flowers."

12. More Past Tense (Integrate several actions)

"Sit on the orange chair."
"Go to the student who sat on the orange chair."

"Cut the paper."
"Throw the paper that he cut."
"Pick up the paper that he threw on the floor."

"John, stand up."
(Teacher states) "He stood up."

"Maria and Rosa, stand up."
(Teacher states) "They stood up."

"Alicia, stand up, go to the blackboard, write your name, and sit down."
"Alicia stood up, went to the blackboard, wrote her name, went to her chair, and sat down."

Ask "who," "what," "when," "where" questions.

13. Students Act Out Short, Humorous Dialogues (NO MEMORIZATION)

Excellent samples of these in Live Action English by Contee Seeley and Libby Romijn (Alemany Press).

14. Students Create Own Dialogues and Act Them Out

TARGET VOCABULARY -- UNIT I
LESSONS 1 - 7

In this Unit, you will combine these ACTIONS with this vocabulary.

Actions	Nouns	Others
Stand	Shoulder (s)	Your
Sit	Head	and
walk	ears	my
turn	eyes	To
stop	mouth	up
sing	nose	down
touch	chest	around
smile	arm (s)	the
jump	feet	
point to	leg (s)	
skip	hands	
hop	fingers	
pick up	chair	
put down	table	
put	wall	
	desk	
	door	
	window	
	pencil	
	book	
	ball	
	chalk	

FEEL FREE TO ADD YOUR OWN COMBINATIONS OF THESE ACTIONS AND WORDS. BRANCH OUT! NOVEL COMBINATIONS ARE FUN AND PROVIDE INSTANT FEEDBACK THAT THE ACTIONS AND NOUNS ARE BEING MANIPULATED (DECODED) AND UNDERSTOOD.

REVIEW COMMANDS

There is no Review. It is assumed the students know NOTHING.

COMMANDS

Stand
Sit
Walk
Turn
Stop
Sing
(Repeat, and keep changing the order of commands.)

Keep changing the groups commanded. Command groups of 2-3 students, 4-6 others, to the whole group, back to 3-4 others, always in an UNANTICIPATED order. When groups do not know when and if they're "next" to perform, the listening is much keener.

REVIEW COMMANDS

Stand
Sit
Walk
Turn
Stop
Sing

COMMANDS

Touch your shoulders
Touch your nose
Touch your head
Touch your eye(s)
Touch your ear(s)... Sing
Touch your mouth... Touch your shoulders
Stand... Touch your nose... Smile
Sit... Touch your mouth... Sing
Stand... Turn... Touch your eyes... Smile
Walk... Touch your ears... Turn
Stop... Touch your head... Smile
Stand... Sit... Smile... Touch your shoulders

REVIEW COMMANDS

Stand... Sit... Turn... Walk... Stop
Touch your head; eyes
Touch your mouth... Sing
Touch your nose; ears
Touch your shoulders... Smile

COMMANDS

Stand... Touch your chest... Sit
Touch your feet... Walk and smile... Jump... Stop
Touch your leg(s)... Stand
Touch your ears... Turn... Stop
Touch your hands and your feet... Jump... Smile
Jump... Touch your fingers and your chest
Sit... Touch your arms and smile
Touch your head... Touch your leg
Touch your shoulders... Jump and stop
Touch your chest and your feet

NOVEL COMMANDS

Sit on your hand(s)
Sit on your legs
Walk on your hands and smile

REVIEW COMMANDS

Touch your arm(s); finger(s); hand(s)
Touch your head, fingers, hands, and arms
Jump... Sit... Stand... Sing and stop
Walk... Turn... Stop
Touch your shoulders and your chest

COMMANDS

Touch the wall
Touch the table; chair
Walk to the chair... Walk to the wall
Point to the table; chair; wall
Point up and point down
Jump... Sit down
Put your head up and down
Put your arms (feet) up and down
Point up to your head
Point down to your feet

NOVEL COMMANDS

Jump to the chair
Jump to the table
Put your head (nose) on the table; chair
Put your chest (ears) on the table; chair
Sit on the table... Stand on the table
Put your feet on the wall (NOTE: Let them enjoy this, knowing they can't do it. Some will try.)
Put the chair on the table and put your fingers on the chair

UNIT I Lesson 5 CLASSROOM OBJECTS

REVIEW COMMANDS

Touch the table and the chair
Walk to the chair and the table
Point to the table and the wall
Point to (body parts)
Jump to the table
Point down; up
Touch the wall
Touch (body parts)

COMMANDS

Touch my desk... Touch your desk
Walk to the window and touch the window
Hop to the table
Hop around the table and point to the table
Sit on the table
Skip to the door; desk; window
Walk around the desk; chair
Point to the window and hop to the door
Walk to my desk and touch my fingers
Jump to the door and stop
Hop to the door (window) and point up; down

NOVEL COMMANDS

Sit on my chair... Stand
Jump to the door and hop to the window
Put your (my) chair on my (your) desk
Jump around my (your) chair; desk; table
Put your chest (shoulders) on my chair
Put your leg on the wall
Put your hands on my head
Put my head on your shoulders

NOTE: With Vietnamese children, it is considered disrespectful to touch them above the shoulders Avoid commands which would result in this

REVIEW COMMANDS

Touch the table
Walk to the chair; wall; window
Point to my (your) desk; door
Jump around your (my) chair; table; desk
Point to your (body parts that need review)
Skip to the desk and the window
Hop around your (my) desk

COMMANDS

Point to the pencil; chalk
Touch the pencil and the chalk
Pick up the (my, your) pencil; chalk
Pick up the ball and the book
Pick up the chair
Point to the book and the chalk
Point to the ball and smile
Put down the (your) pencil... Pick up your book

NOVEL COMMANDS

Put the pencil (ball, book) on your head
Put your nose on the pencil
Put your shoulders on the book
Pick up the book... Put the book on your nose and hop to the window
Put the chair on your head... Skip around the table
Put down the chair... Put the chalk on your toes

UNIT I Lesson 7 REVIEW LESSON

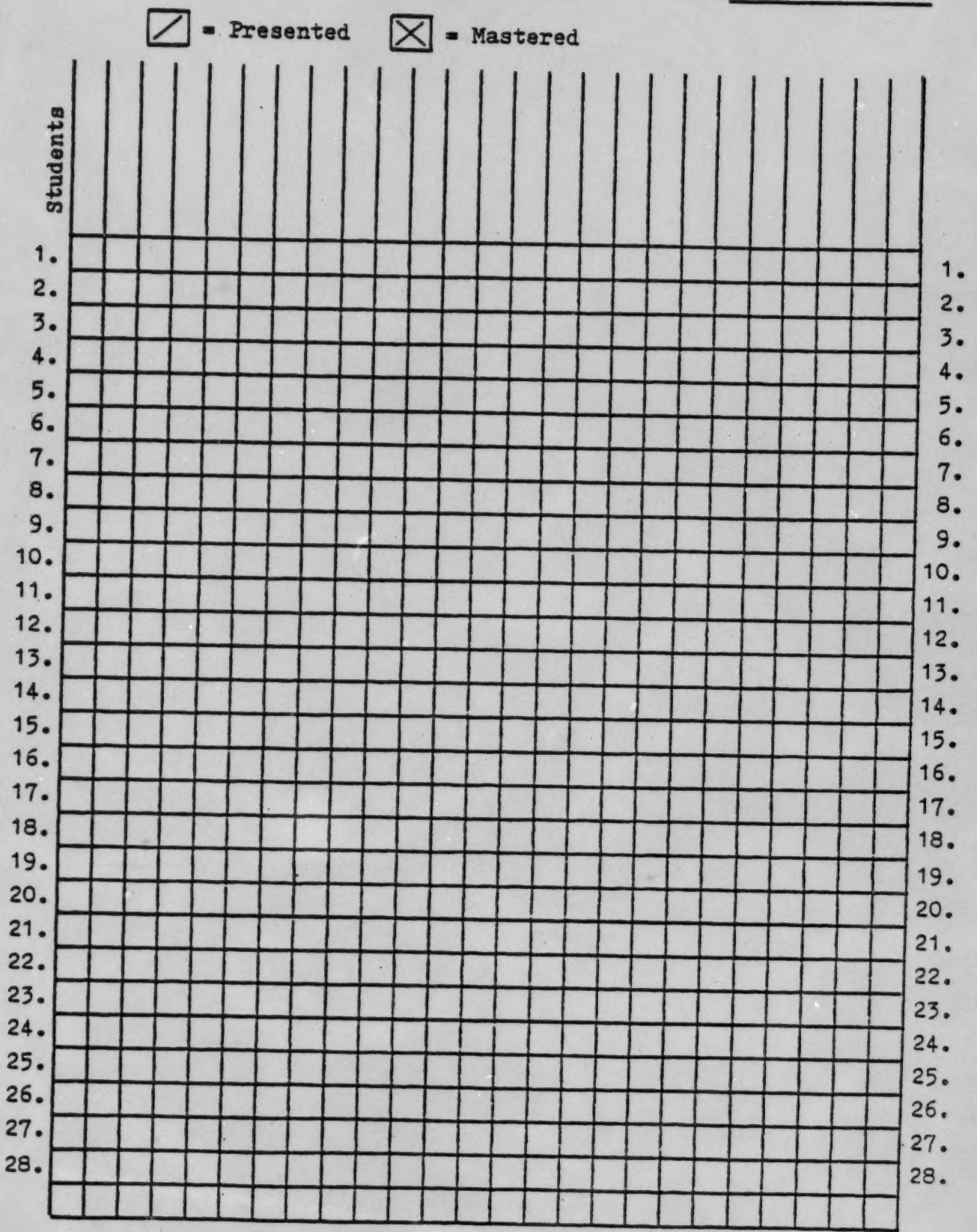
This Review Lesson may be used for placement if the teacher feels the student may not need to start with Unit I. Review lessons, as all other lessons, are to be given orally.

(Review in Unit II)

Stand... Touch your head... Sing	☐	1.
Jump... Touch your shoulders... Sit	☐	2.
Touch your eyes... Touch your nose	☐	3.
Touch your arms... Touch your hands	☐	4.
Stand... Touch your fingers... Sing... Stop	☐	5.
Touch your legs... Touch your feet... Jump	☐	6.
Touch your chest... Turn... Stop	☐	7.
Touch your mouth... Turn... Smile	☐	8.
Turn your head	☐	9.
Touch your ears... Walk... Stop	☐	10.
Jump to the desk	☐	11.
Hop to the window	☐	12.
Skip to the door	☐	13.
Walk to the chair	☐	14.
Point to my chair	☐	15.
Touch the table	☐	16.
Walk around the table	☐	17.
Point up to your nose	☐	18.
Sit down	☐	19.
Touch the pencil	☐	20.
Pick up the ball	☐	21.
Walk to the chalk and point to the chalk	☐	22.
Point to my fingers	☐	23.
Point to the book... Touch the book	☐	24.
Pick up the pencil	☐	25.
Put down the pencil	☐	26.
Put my hand on your head (Avoid with Vietnamese)	☐	27.
Put my hand on your shoulder (" " ")	☐	28.

UNIT I - LESSON 7

Date_____



TARGET VOCABULARY - - UNIT II

LESSONS 8 - 17

In this unit, you will combine these new ACTIONS with this vocabulary.

Actions	Nouns	Others
dance	neck	my
frown	hips	on
rub	knees	a
put	stomach'	now
write	elbows	me
erase	chin	top of
draw	forehead	bottom of
fold	toes	with
throw	eyebrow(s)	red
catch	cheek(s)	yellow
look at	wrist	blue
show	ankles	green
hit	hair	purple
cut	fingernails	white
color	bell	orange
	pen	brown
	eraser	pink
	name	black
	chalkboard	grey
	paper	big
	notebook	little
	floor	
	bell	
	scissors	

FEEL FREE TO ADD AND MAKE YOUR OWN RECOMBINATIONS.

REVIEW COMMANDS

(Errors in Review Lesson 7)
Touch the pencil; chair; desk; window
Pick up the ball and the book
Put down the ball
Point to the ball and the chalk
Put down the book and smile
Touch the book and the ball

COMMANDS

Smile... Touch your neck
Touch your hips... Frown
Touch your neck, turn, and dance
Touch my knee(s) and frown
Now touch your hip(s), sit, stand, smile, and dance
Touch my feet and frown
Touch your knees, smile, and now dance
Now touch my neck, jump, and dance
Touch my feet, walk, stop, dance, and stop
Frown and smile

NOVEL COMMANDS

Walk on your fingers... Now stop
Walk on your knees... Smile
Now sit on your hands and frown

REVIEW COMMANDS

Frown... Dance... Stop
Touch your neck and your hips
Touch your hip(s) and dance
Now touch your knee(s), stand, and dance
Touch your chest and frown
Now dance and sing... Stop

COMMANDS

Touch your stomach... Touch my stomach
Touch your chin and walk to the door
Touch your forehead and smile
Rub your forehead and frown
Touch your toes... Touch my toes
Rub your shoulders; neck
Now rub your chin; forehead; toes
Rub your stomach; hands
Touch my fingernail and frown
Touch your elbow and touch my elbow

NOVEL COMMANDS

Rub your shoulders and frown
(rubbing hands on shoulders during next commands)
Now rub your shoulders... Walk... Turn... Sit and stand... Smile and frown
Sit on your fingers
Rub your forehead on your elbow and frown

REVIEW COMMANDS

Rub your chin and your stomach
Touch your forehead and your toes
Dance... Stop... Frown... Smile
Touch your fingernail... Touch my fingernail
Rub your elbow(s)
Rub (all of the above)

COMMANDS

Touch your eyebrow(s)
Touch your cheek(s)... Smile and frown
Rub your cheek(s)
Put your hand on my cheek... Stop and dance
Put my hand on your wrist
Touch your ankle
Put my hand on my ankle
Put your hand on your hair
Put my hand on your hair (Avoid with Vietnamese)
Rub your stomach; eyebrow; arm; wrist
Now rub your cheek (knee) and dance
Rub my arm and my wrist
Point to your ankle and touch your ankle

NOVEL COMMANDS

Put your knee on your hand; hair
Put your fingernail on my wrist
Put your elbow on your fingernail and smile
Put your elbows on your eyebrows and frown
Put your forehead on your elbows
Put your wrists on your knees
Put your chin on your shoulders
Put my hand on your toes
Put your elbows on your stomach

REVIEW COMMANDS

Touch your eyebrows
Rub your cheeks
Point to your wrist
Put your hand on your ankle
Put my hand on my hair
Put your hand on your hair
Rub your eyebrows (cheeks, wrist) and frown

COMMANDS

Walk to the chalkboard... Point to the chalkboard... Sit
Pick up the pencil; pen; eraser; chalk
Put down the pencil; pen; eraser
Point to the eraser (pencil) and touch the eraser
Write your name
Erase your name
Draw a pen... Touch the chalkboard
Point to the eraser... Touch the eraser and the chalkboard
Draw a pencil and a book
Erase the pencil and the book
Draw a book
Write your name on the book
Erase your name on the book

NOVEL COMMANDS

Put your feet on the eraser
Sit on the book
Write your name and sit on your name
Put the bell on your hand and dance
Draw a pen and put your head on the pen
Put the pencil on your cheeks
Touch your eyebrows and the eraser and frown
Write your name on your ankle

REVIEW COMMANDS

Pick up the pen... Put down the pen
Write your name on the chalkboard
Erase your name on the chalkboard
Point to the eraser and the pen
Touch the eraser and the pen; book
Pick up the eraser and the book

COMMANDS

Fold the paper... Pick up the paper
Throw the paper (eraser, chalk) to me... Hop to (around) my desk
Pick up the notebook
Skip to the wall... Walk to the chalkboard
Put the notebook (paper, eraser) on the floor
Walk around the chalk; paper; eraser; pen; book
Hop to the wall; chalkboard
Write your name on your paper... Erase your name on your paper
Pick up the bell and put the bell on the notebook
Put the notebook and the bell on the floor

NOVEL COMMANDS

Write your name on the eraser; bell; pen
Skip around the notebook... Put the notebook on your head
Pick up the paper... Put the paper on your nose
Put your nose on the floor
Put the notebook on the wall... Pick up the notebook
Hop around the bell

REVIEW COMMANDS

Fold the paper
Pick up the pencil; pen; bell; eraser; notebook
Skip to the chalkboard; wall; desk; chair
Put the notebook and the paper on the floor
Walk around the table; paper; notebook

COMMANDS

Walk to the chalkboard
Point to the top of the chalkboard
Write your name on the top of the chalkboard
Touch the top of the blackboard
Touch the scissors
Cut the top (bottom) of the paper with your scissors
Show me the top (bottom) of the notebook; paper
Point to the scissors; other classroom objects
Look at the door; scissors; window; table; paper
Hit the door; table; wall
Hit the bottom of your notebook
Hit the top of the chalkboard

NOVEL COMMANDS

Put the bell on the book
Put the book on your head
Hit the wall; pencil; pen; book; scissors
Hit (___) on the arm
Hit your arm
Hit me on the hand
Hit the scissors with your notebook

REVIEW COMMANDS

Fold the paper... Cut the paper
Cut the bottom of the paper with your scissors
Show me the notebook; other classroom objects
Hit the table; wall; door
Point to the door; other classroom objects
Look at the window; " " "
Throw the chalk (ball) to me
Throw other safe objects to me; student

COMMANDS

Draw a blue book... Touch the blue book
Draw a door... Color the door red
Draw scissors
Color the scissors green
Point to the yellow (blue, red, green) paper
Draw a bell... Color the bell red; yellow
Draw a table
Color the table green
Rub the red bell and the blue paper
Cut the green paper and fold the green paper

NOVEL COMMANDS

Draw a blue window... Draw a red ball around the blue window... Cut the blue window
Put the blue window on your shoulders
Write your name... Draw a door around your name... Color the door yellow; blue; green; red
Draw a table on top of your name
Hit your name with a green book... Sit on the green book

UNIT II Lesson 15 CLASSROOM OBJECTS - COLORS

REVIEW COMMANDS

Draw a ball and color the ball red

Draw a neck; eyes; body parts

Color the eyes blue and green

Draw elbows... Color the elbows yellow

Point to the yellow elbows

Draw a red (green, yellow) table; chair; pencil; book, etc.

Hit the yellow pencil and the green chair

COMMANDS

Fold the white paper... Pick up the white paper

Pick up the orange (yellow) paper; book; pencil

Draw a door... Color the door brown

Point to the brown book and point to a blue book

Now draw a purple notebook and red scissors

NOVEL COMMANDS

Pick up the white paper... Fold the white paper... Put down the white paper... Draw a red chair on the white paper

Draw a purple table under the red chair... Sit on the purple table... Stand and smile

Point to the white paper... Draw a brown pencil... Put the paper on your chin

Walk around the table with the paper on your chin

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REVIEW COMMANDS

Draw a head... Color the head white
Draw hair... Color the hair brown
Fold the purple paper
Pick up the orange (blue, green) book
Point to the brown (yellow) pencil
Draw a purple pen; book; notebook
Draw a brown eraser and point to the brown eraser

COMMANDS

Throw the grey (pink) box
Pick up the big (little) book
Put down the big book... Now put down the little book
Point to the little ball... Show me the ball
Show me the black pen
Color the bell (pencil) grey
Fold the grey paper... Put it on the pink (black) box
Rub the orange (pink, black) paper and put it on the table
Rub the green box and the yellow pencil
Point to the black eraser and put it on your head

NOVEL COMMANDS

Draw a big box and a little box... Put the box on the brown chair and sit on the box and the chair

Draw a big pink pencil... Put your nose on the pink pencil... Throw the pencil to ____

Draw little grey scissors and throw the scissors to ____... Now rub your big stomach

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(Review in Unit III)

Touch your neck... Touch your hips	☐	1.
Sit... Touch my chin	☐	2.
Touch your knees... Stand	☐	3.
Put my hand on my stomach	☐	4.
Put my hands on your feet	☐	5.
Rub your knees and smile	☐	6.
Put your nose on your hand and frown	☐	7.
Rub your arms	☐	8.
Walk...Stop... Touch your eyebrows	☐	9.
Turn... Stop... Touch my elbows	☐	10.
Touch your cheeks... Dance	☐	11.
Now walk to the chalkboard	☐	12.
Write your name	☐	13.
Point to your name	☐	14.
Now erase your name	☐	15.
Touch your toes... Stand... Dance	☐	16.
Touch your fingernails and your hair	☐	17.
Stand... Touch your ankles	☐	18.
Now touch your forehead... Touch your wrist	☐	19.
Rub your hair	☐	20.
Look at your elbows	☐	21.
Draw a nose	☐	22.
Color the nose pink	☐	23.
Point to the floor	☐	24.
Show me the top of the paper	☐	25.
Write your name on the bottom of the paper	☐	26.
Cut the paper	☐	27.
Fold the white paper	☐	28.
Show me a brown book	☐	29.

(Remainder of Lesson 17 is on page 36)

UNIT 11 - LESSON 77

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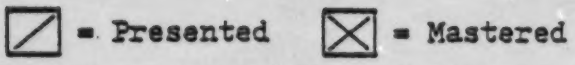

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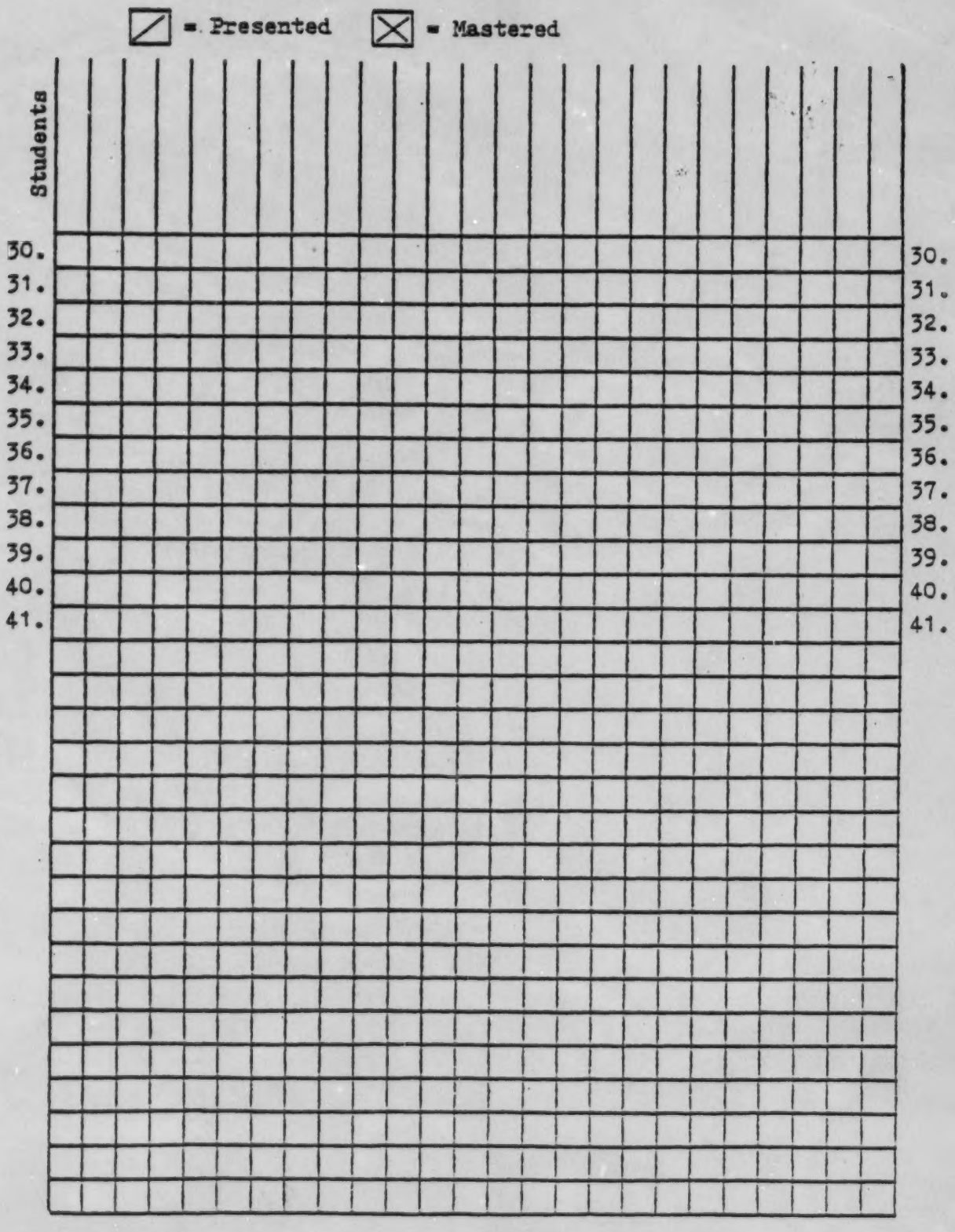
(Review in Unit III)

Point to a yellow pencil	☐	30.
Draw a green chair	☐	31.
Touch the eraser with your scissors	☐	32.
Draw a bell	☐	33.
Show me the big notebook	☐	34.
Hit the floor	☐	35.
Pick up the red ball	☐	36.
Show me the blue eraser	☐	37.
Throw me the little bell	☐	38.
Color the pen grey	☐	39.
Point to the black notebook	☐	40.
Rub the grey scissors	☐	41.

Grid for Recording Mastery

UNIT II - LESSON 17 Continued



TARGET VOCABULARY -- UNIT III

LESSONS 18 - 31

In this unit you will combine these new ACTIONS with this vocabulary.

Actions	Nouns	Others
turn on	record player	backward
turn off	(phonograph)	forward
run	tape recorder	his
push	light (s)	her
pull	box	in
open	flag	it
close	map	under
make	globe	one
shake	ceiling	two
laugh	room	three
get	kindergarten	four
give	blocks	five
knock(on)	doll	six
clap	doll house	seven
count	tea set	eight
add	doll buggy	nine
subtract	dump truck	ten
	wagon	them
	pail	long
	sandbox	short
	teeter totter/ (see saw)	
	square (s)	
	triangle(s)	
	rectangle(s)	
	circle (s)	
	rods (sticks)	
	line (s)	
	shelf	
	sink	
	cupboard	
	hook	
	rug	
	crayons	
	times	
	number	

FEEL FREE TO ADD AND MAKE YOUR OWN RECOMBINATIONS. USE THE VOCABULARY INTRODUCED EARLIER. NOVEL COMBINATIONS INTRODUCE HUMOR AND ARE AN EXCELLENT TEST OF COMPREHENSION.

UNIT III Lesson 18 CLASSROOM OBJECTS

REVIEW COMMANDS

(Errors in Review Lesson 17)
Throw the big book to ____
Catch the book, ____
Touch the big book with the little book

COMMANDS

Point to the record player; phonograph
Hop to (around) the tape recorder
Walk to the lights and touch the lights
Walk forward
Walk forward and backward
Now hop backward and forward
Turn on (off) the tape recorder
Turn off (on) the record player
Turn on (off) the lights

NOVEL COMMANDS

Throw the red (other color) paper (notebook) on the floor
Throw the book (ball) to Maria
Catch the book (ball), Maria
Throw the pencil to me; Maria; ___
Catch the pencil, Maria; ____; ___
Skip backward
Jump around the desk backward
Point forward... Jump forward and point backward
Point to the chalk... Walk backward to the chalk

REVIEW COMMANDS

Walk backward; forward
Hop forward; backward
Turn off (on) the tape recorder
Turn on (off) the record player
Skip forward
Turn on (off) the lights

COMMANDS

Push his chair forward; backward
Push his book forward; backward
Touch her chair; book; other classroom objects
Point to the box
Run to the wall; chalkboard, etc.
Point to the flag and run to the flag
Touch the big (little) box (add color words)
Push the big box... Pull the big (little) box
Push ____... Pull ____

NOVEL COMMANDS

Run to her chair backward
Push his chair backward... Pull her chair forward
Run backward to the flag; chair
Push the box backward
Pull the box forward
Run with her box to the flag and stop

REVIEW COMMANDS

Run to the desk; chair; table; window
Push the chair forward
Touch the flag
Touch her (his) book; pen; notebook
Push his (her) chair forward
Pull his (her) box

COMMANDS

Point to the ceiling... Look at the ceiling
Pick up the globe... Put down the globe
Close (open) the window
Open (close) the door; book; notebook
Touch the map
Push the map to the globe
Open (close) the box; little blue box; big red box, etc.
Hop around the room
Walk around the room

NOVEL COMMANDS

Open your mouth; eyes; hands
Close your mouth; eyes; hands
Pick up the globe... Walk backward with the globe
Hit the globe with the paper
Hit the map with your elbow
Point to the map with your elbow
Push the globe to the window
Touch the ceiling (Don't worry that this is an impossible command. It is an excellent test of comprehension. Let the students enjoy laughing at the impossibility of it.)

REVIEW COMMANDS

Point to the ceiling
Open (close) the door; window; box
Walk around the room
Point to the (class objects which need review)
Push the (class objects which need review)
Pull the " " " " "
Run to the " " " " "

COMMANDS

Walk (hop) to the blocks
Point to the blocks and touch the blocks
Point to the doll; big doll; little doll
Pick up the big doll... Put her down
Push the doll to the doll buggy
Push the doll buggy forward
Pull the doll buggy to the blocks
Put the doll in the doll buggy
Point to the playhouse... Touch the playhouse
Put the big (little) doll in the playhouse
Point to the tea set... Touch the tea set
Pick up the tea set

NOVEL COMMANDS

Put the big (little) doll on the doll buggy; carriage
Put the tea set in the doll buggy
Run with the doll to the playhouse
Put the doll on top of the doll buggy
Run to the tea set and the doll
Rub the doll's head
Rub the doll's head on your head; on (student's) head

REVIEW COMMANDS

Put the tea set in the playhouse
Push the doll buggy to ____
Put the doll in the buggy
Push the doll in the doll buggy
Point to the blocks
Run to the blocks
Pick up a big (little) block

COMMANDS

Run to the tricycle
Walk to the tricycle
Walk (skip, hop) to the car and touch the car
Point to the car and frown; smile
Point to the rocking horse
Touch the rocking horse
Sit on the rocking horse
Shake hands
Shake the doll
Shake your head; arms; fingers; legs, etc.
Shake the rocking horse; car
Point to the dump truck... Touch the dump truck
Pick up the dump truck

NOVEL COMMANDS

Jump with the doll to the tricycle; car; dump truck
Skip with the doll to the dump truck; car; rocking horse
Put the car on the rocking horse
Shake the doll buggy and run to the playhouse

UNIT III Lesson 23 KINDERGARTEN OBJECTS

This lesson can be done in the classroom and on the kindergarten playground.

REVIEW COMMANDS

Shake your head
Push the car to the dump truck
Push the tricycle around the car
Run with the car to the tricycle
Sit on the rocking horse
Shake hands
Shake hands with me; other students
Pull my hand... Push my hand

COMMANDS

Point to the pail... Touch the pail... Get the pail
Run with the pail to the wagon
Sit on the wagon
Point to the sandbox... Walk to the sandbox
Pick up the pail and put it in the sandbox
Look at the teeter/totter... Point to the teeter/totter; see/saw
Sit on the teeter/totter and point up and down
Jump to the sandbox and skip to the teeter/totter
Get the wagon and pull it to ____; the table

NOVEL COMMANDS

Stand on the wagon
Jump backward to the wagon
Shake the wagon and pull it to the window
Push the wagon to the teeter/totter
Get the pail and put it on your head
Put the pail in your mouth and jump
Run and put the pail in the sandbox

REVIEW COMMANDS

Shake your head; hands

Get the big (little) car; wagon

Get the orange (yellow, other colors) pencil and put it on your paper; desk

Push the car

Pull the car

COMMANDS

Make a square... Touch it... Point to it

Make a line... Color the line red; other colors

Point to the rectangle and touch it

Make a triangle and a line

Cut the triangle... Color the triangle blue

Make a big (little) rectangle... Show me the little rectangle

Make a black circle; rectangle; triangle

Make a purple circle and cut it

Make a car... Draw a circle around the car

NOVEL COMMANDS

Make a triangle... Jump to the wall with your triangle

Cut a rectangle... Sit on the rectangle and laugh

Put the big rectangle on your knees; nose

Put the red circle on top of the orange box... Skip to the green paper

UNIT III Lesson 25 COLORS - SHAPES - NUMBERS

REVIEW COMMANDS

Make a brown rectangle
Draw a black line
Make a big green circle
Make a little orange square and cut it

COMMANDS

Draw one triangle on the chalkboard
Pick up two (one, three) pencils
Pick up four rods; sticks... Laugh and frown
Put down three rods
Pick up two rods and put one down
Show me three balls... Laugh
Draw four rectangles; squares; circles; lines
Show your three squares to (Jose)

NOVEL COMMANDS

Put two pencils on one eraser and laugh
Pick up a triangle... Put the triangle on Juana's head
Draw three little balls on ___'s forehead
Laugh four laughs
(Add your own zany commands.)

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REVIEW COMMANDS

Draw four little tables
Laugh two laughs
Make three balls
Show me one square; circle; triangle; line
Draw four rods
Draw a line and color it orange; other colors

COMMANDS

Point to the shelf; sink
Put a yellow pencil on the shelf
Touch the shelf; sink; cupboard
Put two rods under the sink; shelf; cupboard
Run to the sink; shelf; cupboard
Walk to the shelf and put three circles on the shelf
Put two triangles under the cupboard
Put four rectangles on the sink
Give me three balls and four circles
Put four (three, two, one) squares in (on, under) the cupboard
Give me four circles, two triangles, and three rectangles

NOVEL COMMANDS

Push the balls to Julio; other student
Sit under the shelf and laugh
Point to the sink... Put three rods in the sink and sit in the sink
(Add some of your own novel commands.)

UNIT III Lesson 27 CLASSROOM OBJECTS - COLORS - NUMBERS

REVIEW COMMANDS

Point to the sink; shelf; cupboard
Give me a box and four rods
Skip to the square; window; door
Put the rods under the shelf; cupboard
Run to the ____ and the ____ and the ____
Give me (classroom objects which need review)

COMMANDS

Touch the crayons... Show me the crayons
Point to the rug; hook(s)
Give me four crayons... Put them on (under) the rug
Knock on the door; wall; floor; window
Knock on four walls
Skip around the rug; classroom objects which need review
Jump to the sink; " " " " "
Walk around the rug; " " " " "
Give me one red crayon and four blue (yellow) crayons

NOVEL COMMANDS

Knock on the table... Skip around the table and knock on your head
Put the green crayon in your mouth
Knock on the table with your nose; toes
Run on the rug backwards
Touch the sink and sit on the sink
Stand on the table and point to the hooks; crayons
(Other favorite commands)

REVIEW COMMANDS

Put four rods on the rug
Put three circles under the cupboard
Give me two big circles
Make a big triangle
Put the triangle on (under) the shelf
Knock on the door; window

COMMANDS

Make five triangles and six lines
Make a long line... Make a short line
Cut five circles
Make seven rods... Color two red and five brown
Make seven squares... Pick up five
Clap your hands
Clap to six (five, four, three, two, seven)
Draw a long yellow rectangle
Make six short rods
Show me a long pencil
Show me a short pencil

NOVEL COMMANDS

Cut a triangle... Put the triangle on your eye
Pick up six squares... Put two squares on your head... Put four squares under your feet and clap your hands

REVIEW COMMANDS

Clap your hands

Make seven big (little) squares

Cut six circles

Color five squares green

Clap your hands to four; five; six; seven

Draw a long (short) line

(NOTE: Have a set of number flash cards ready. These are to be used only if students understand the CONCEPT of the numbers.)

COMMANDS

Count to eight; seven; six; four; two; five; three; one

Show me the number 7; 6; 5; 4; 3, etc.

Clap to nine and give me the number 9

Count to ten... Stop... Clap to eight

Pick up six circles... Add three circles

Count four erasers... Add two erasers

Show me eight fingers... Add one finger

Add 2 + 3; 4 + 5; 8 + 2, etc.

NOVEL COMMANDS

Pick up the number 5... Show me 5... Put 5 on your nose... Throw 5 on the floor... Pick up 5... Put 5 and 10 on your chair (Do this with any number)

Throw 6 to (student's name)... (Miguel), throw the number 8 to Juan... Juan, catch the number 8

Color two fingers red; green

Count to ten... Stop... Count backwards to one

REVIEW COMMANDS

Show me nine fingers... Add one finger
Count to eight; nine; ten
Clap to ten
Show me your eraser
Add four and two
Add three and one

COMMANDS

Count ten rods
Hop nine times... Show me the number 9
Show me the green (white, red, yellow) crayon
Jump five times... Count to six
Show me the number 1; 2; 3; 4; 5; 6; 7; 8; 9
Count to eight... Show me the number 8
Clap to seven... Show me the number 7
Subtract one from four (if student has number and subtraction concept)
Subtract three from six
Subtract two from seven

NOVEL COMMANDS

Put the 6 (5, 4, 3, etc.) on your nose
Rub your eraser on the 7; 8; 9; 10
Rub your crayon on your forehead three times; six times; five times
Knock your head nine times and count to nine

UNIT III Lesson 31 REVIEW LESSON

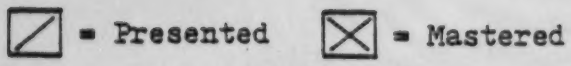
(Review in Unit IV)

Turn on the tape recorder	☐	1.
Turn off the lights	☐	2.
Walk forward	☐	3.
Run backward	☐	4.
Touch the record player	☐	5.
Jump to the sink	☐	6.
Open the box	☐	7.
Close the book	☐	8.
Point to the flag	☐	9.
Show me the black crayon	☐	10.
Color the big triangle blue	☐	11.
Cut a green square	☐	12.
Point to the cupboard	☐	13.
Draw a circle green	☐	14.
Walk to the rug	☐	15.
Push the globe	☐	16.
Touch the map	☐	17.
Show me the shelf	☐	18.
Pick up the crayons	☐	19.
Touch the hook	☐	20.
Push the rod with your finger	☐	21.
Jump with the rocking horse	☐	22.
Put the blocks on the table	☐	23.
Push the doll in the doll buggy	☐	24.
Walk to the playhouse with the tea set	☐	25.
Get the wagon and the pail	☐	26.
Show me the sandbox (Teacher will use a picture of this)	☐	27.
Point to the teeter/totter (Use picture)	☐	28.
Shake the dump truck	☐	29.

(Remainder of Lesson 31 is on page 54)

UNIT III - LESSON 31

Date_____

 = Presented = Mastered

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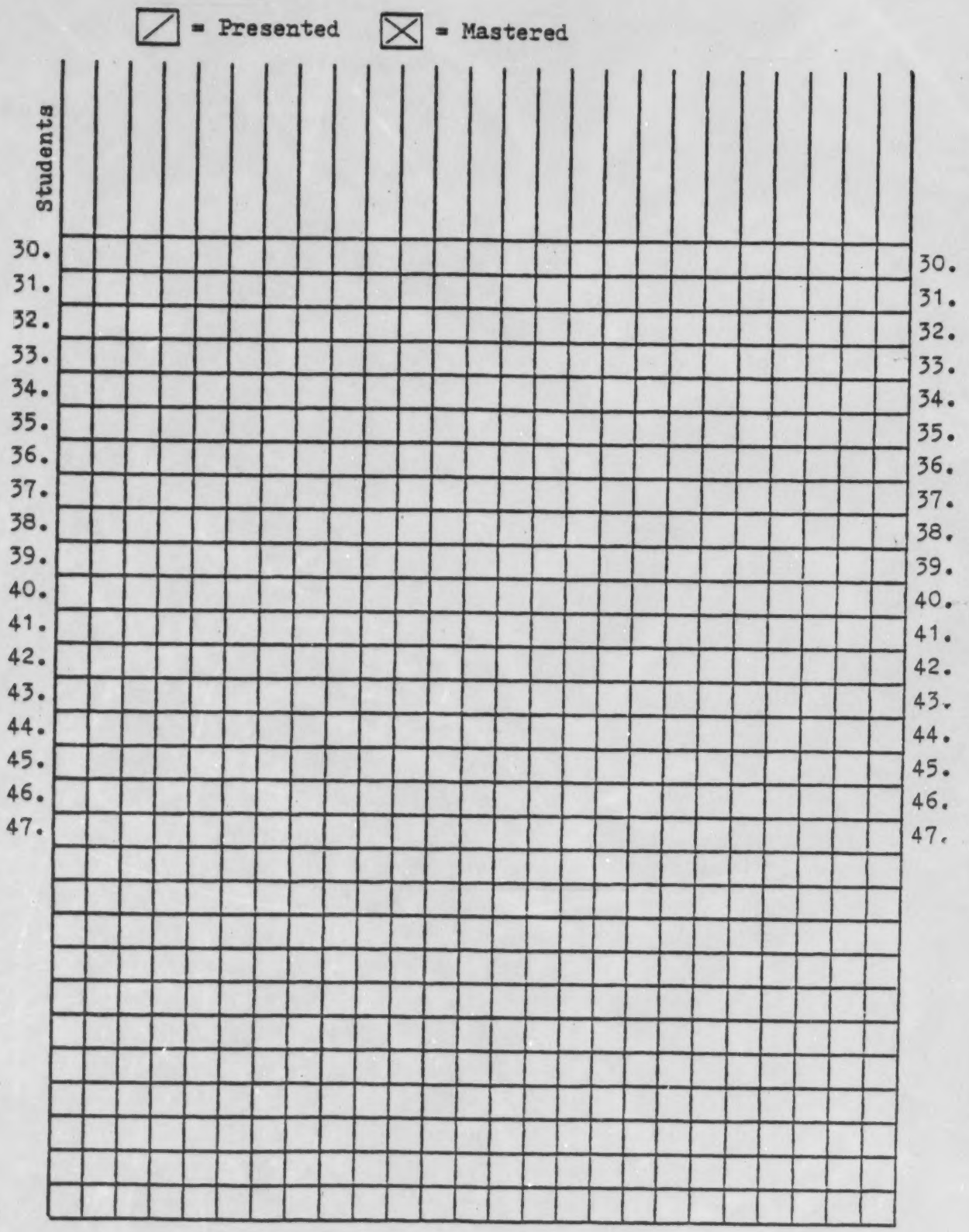
(Review in Unit IV)

Draw a little red rectangle	☐	30.
Give me two yellow pencils	☐	31.
Draw five circles	☐	32.
Make four lines	☐	33.
Look backward and laugh	☐	34.
Draw three triangles	☐	35.
Draw two squares	☐	36.
Put four crayons under the box	☐	37.
Put the doll under the doll buggy	☐	38.
Knock on the door	☐	39.
Clap to seven	☐	40.
Show me the number 7	☐	41.
Count to ten	☐	42.
Show me eight rods	☐	43.
Add five and two... Add four and three	☐	44.
Pick up the number 10... Put the 10 on your toes	☐	45.
Clap ten times	☐	46.
Subtract five from nine... Subtract four from seven	☐	47.

Grid for Recording Mastery

UNIT III - LESSON 31 Continued



TARGET VOCABULARY -- UNIT IV

LESSONS 32 - 42

In this Unit, you will combine these ACTIONS with this vocabulary.

STUDENTS OF ALL AGES ENJOY USING THE ACTUAL ARTICLES OF CLOTHING

Actions	Nouns	Others
Pretend	boy	you're
put on	girl	tall
take off	teacher	short
give	librarian	fat
button	nurse	thin
unbutton	man	left
fold	woman	right
tie	principal	next to
zip	secretary	
unzip	custodian	
hang	coat	
hug	shirt	
	blouse	
	jeans	
	hat	
	shoes	
	shirt	
	dress	
	socks	
	boots	
	sweater	
	belt	
	jacket	
	ribbon	
	pants	
	suit	
	pajamas	
	baby	
	brother	
	sister	
	mother	
	father	
	grandmother	
	grandfather	
	bracelet	
	necklace	
	earring	
	ring	
	wrist watch	
	bathing suit	
	umbrella	
	purse	
	wallet	
	apron	
	overalls	

FEEL FREE TO ADD AND MAKE YOUR OWN RECOMBINATIONS. YOU MAY RECOMBINE WITH VOCABULARY FROM EARLIER UNITS. KEEP USING NOVEL, EVEN ZANY COMMANDS.

NOTE: Use real people, or large pictures, or students may "become" these personnel (with appropriate identifying costumes or masks).

REVIEW COMMANDS

(Errors from earlier lessons)
Walk around the circle
Go to the desk
Color the big triangle blue
Color the little square orange
Cut a rectangle
Clap to ten
Add five and three
Subtract six from nine

COMMANDS

Point to a (the) boy
Touch the librarian and smile
Show me the teacher
Touch a girl; boy
Draw a girl (boy) on the chalkboard
Point to the nurse
Show me the librarian
Draw a nurse... Color the nurse white
Draw a librarian; teacher; nurse; girl; boy
Walk to the teacher's chair; desk
Pretend you're a nurse (Put nurse's cap or mask on student)... Touch my head
Pretend you're the teacher... Show me your (the teacher's) desk
Pretend you're a librarian... Give me four books

NOVEL COMMANDS

Hop around the teacher's desk
Give two triangles and one square to the librarian
Go to (student's name), sit on his chair (desk) and frown

Dance around ____'s paper and pencils
Touch the nurse's head with your head
Point to the librarian's feet with your elbow
Put the librarian's books on the teacher's feet

REVIEW COMMANDS

Draw a little girl and a big boy
Draw a little teacher and a big nurse
Write your name on the chalkboard
Draw a librarian and her three books
Show me the big (little) girl; boy
Point to the little boy
Draw a circle around the girl
Draw a square under the boy

COMMANDS

Show me the principal and point to the principal
Touch the custodian
Point to the secretary and give the secretary a pencil and paper
Point to the man... Draw the man on your paper
Touch the woman and point to the woman
Touch the tall woman... Touch the short woman
Walk to the chalkboard and draw a woman... Now erase the woman
Draw a tall (short) woman; man
Draw a circle around the man... Erase the circle
Pretend you're the custodian... Give me two balls
Pretend you're the principal
Give the paper to the teacher and give the pencil to the boy
Pretend you're the secretary... Show me your papers and pens
Touch the boy on his head; girl on her head
Pretend you're the teacher
Give the chalk (eraser) to the boy; girl
Open the book and close the book
Draw a line on the paper

NOVEL COMMANDS

Skip to the principal and frown
Put the eraser on the secretary's head and smile
(Create some of your own novel commands. Use humor. Don't hesitate to be zany.)

REVIEW COMMANDS

Point to the tall (short) man

Touch the short secretary

Show me the custodian; teacher; principal; librarian

Clap your hands and point to the short girl; boy; man; woman

COMMANDS

Show me the jacket and give me the jacket

Put on the jacket... Take off the jacket

Touch the coat

Give the coat to (student's name)

Put on the red (other colors) shirt; blouse

Take off the shirt; blouse

Pick up the jeans and put them down

Put on the jacket and take off the shirt

Put the shirt (jacket, coat, jeans) on ____

Give the shirt to me

Give the blouse to me

Put the jeans on the custodian (custodian may be a student or a doll or a picture)

Put the jacket on the principal

Put the coat on the secretary; teacher

Put the blouse on the teacher

NOVEL COMMANDS

Put on ____'s coat and laugh

Take off your jacket and put it on ____'s head

Pick up the jeans... Put the jeans on your arms... Put your arms in the jeans

(It's fun to have a group of students "dress" a student--over his own clothes.)

UNIT IV Lesson 35 CLOTHING

NOTE: Cover a table with the items (props) named.

REVIEW COMMANDS

Put on the coat and take it off
Give me the jacket
Take off the coat... Put the coat on ____
Touch the shirt... Put the shirt on ____
Pick up the jeans and put them down
Fold the blouse

COMMANDS

Show me your shoes... Tie your shoes
Untie your shoes
Show me the dress... Pick up the dress
Draw a dress and color the dress blue; red; yellow
Touch the skirt
Button the skirt; jeans; dress
Pick up the dress... Give the dress to ____
Give Juan the shoes and the jeans
Now put the jeans on Kim; other student
Show me the ribbon... Tie the ribbon... Untie the ribbon
Tie your shoes... Tie Thieu's shoes
Button the jacket... Unbutton the jacket

NOVEL COMMANDS

Show me the jeans and put the jeans on ____
Show me the green (other color) ribbon and put the ribbon on (a boy's) head
Put the shoes on your hands and laugh
Pick up the dress and put it on your nose and frown

UNIT IV Lesson 36 CLOTHING

REVIEW COMMANDS

Show me the orange (other color) dress
Pick up the dress and put it down
Color the skirt red; blue; yellow
Button the dress and unbutton it
Color the shoes black; brown; white
Tie my ribbon... Tie my shoes

COMMANDS

Give me the socks... Give the socks to ____
Put on the hat and button the jacket
Point to the sweater... Color it red
Put on the brown belt... Take it off
Push the socks under (on) the table; chair
Show me the boots
Put the boots on (under) the hat; socks; jeans, etc.
Fold the socks; jeans; sweater; blouse
Fold the brown belt... Put it on the pink (other color) sweater
Zip the jacket... Unzip the jacket; coat
Zip the boots... Unzip the boots
Zip the skirt; jeans

NOVEL COMMANDS

Put the (color) socks on ____'s head; hand
Put the brown belt around ____'s knees
Put the boots on your arms; the principal's arms
Tie the socks around your shoulders
Put the jeans under the teacher's desk
Put the sweater around the secretary's feet

NOTE: Have a box filled with items named.

REVIEW COMMANDS

Fold the black (other color) dress; belt; ribbon
Put the boots on the table; under the chair
Touch the sweater and put it on
Fold the socks... Button the blouse
Give ____ the orange dress
Zip the jacket and unzip it
Put on the sweater... Take it off and fold it
Give me the hat

COMMANDS

Open the box... Close the box.
Point to the pants; raincoat; pajamas
Touch the pajamas and hang them on the hook
Hang the raincoat on the hook
Fold the pants; pajamas
Put the pants in (on, under) the box
Put the pajamas under the pants and the raincoat
Open (close) the box
Zip and unzip (button and unbutton) your raincoat
Touch the umbrella... Open the umbrella
Close the umbrella and hang the umbrella on the hook

NOVEL COMMANDS

Hang the raincoat on the chair... Tie the pants around the raincoat... Point to the pajamas on the table and frown
Hang the pants on the tall man's shoulders
Put the boots under the umbrella

REVIEW COMMANDS

Hang the raincoat on the hook
Put the pants in the box
Zip and unzip the pants
Button and unbutton the suit
Hang the suit (belt, socks) on the hook
Tie my shoes
Open and close the umbrella

COMMANDS

Touch the baby... Touch the baby's head; arms; feet, etc.
Put the baby on the box
Pick up the baby... Hug the baby
Pick up the brother... Hug the brother
Pick up the sister and the brother and hug the sister
Pick up the tall (short) sister; brother
Hug the fat baby
Point to the thin baby; brother; sister
Put the sweater (coat, jacket, shoes) on the tall (short) brother; sister

NOVEL COMMANDS

Put the baby under the jeans; shoes; socks
Put the brother on the boots; sweater; jacket
Put the shoes on the sister's head and put the sister on the chair... Put the baby on the sister
Put the brother under the baby
Pretend you're the sister... Hug your fat baby

REVIEW COMMANDS

Hug the short brother and the tall, thin sister

Pick up the baby and hug it

Put the fat baby on the chair; table

Put the suit on the brother and the sweater on the sister

COMMANDS

Show me the father

Touch the mother and point to the mother

Show me the grandmother and pick her up

Point to the grandfather and touch him

Point to the mother and put a dress on the mother

Pretend you're the mother... Hug your baby

Pick up the father

Pretend you're the father... Put on your shoes and your coat

Put the father next to the mother

Put the grandfather next to the father

Put the fat (tall, short) grandfather next to the thin (tall, short and fat) grandmother

NOVEL COMMANDS

Pick up the baby... Put the baby on the mother's head... Put the mother on your arms and skip backward

Pretend you're the father... Jump, father, jump... Put the boots next to the brother

Pretend you're the mother and jump backward to the father

REVIEW COMMANDS

Show me the mother and the father
Point to the sister and the brother
Hug the baby and the grandmother; grandfather
Put the mother next to the father
Put the sister next to the grandfather
Put the baby in the mother's arms

COMMANDS

Touch the wristwatch
Put the wristwatch on the father; grandfather; sister
Point to the ring
Put the ring on (under) the table
Show me the earring... Put the earring on your ear... Put the earring on your left ear; right ear
Show me your right (left) arm; leg; foot; hand
Touch the necklace
Put the necklace around your neck
Pick up the bracelet... Put the bracelet on your right arm
Put the bracelet and the necklace on the mother
Pretend you're the grandmother... Put on your earrings and your wristwatch
(Put different articles of clothing on members of the family.)

NOVEL COMMANDS

Put your wristwatch in your ear
Put the raincoat in the pants
Tie the belt around your head
Hang the necklace on your arms
Put your feet in the box

75

REVIEW COMMANDS

Put the wristwatch in (on, under) the box

Show me the ring

Put the earring on your right ear... Point to the necklace

Give me the necklace... Give ____ the necklace

Put the bracelet on the sister; mother

Put the bracelet on your left arm

Open (close) my umbrella

COMMANDS

Hang the suit on the hook; chair

Show me the bathing suit

Put the bathing suit on the brother; sister

Fold the bathing suit

Show me the apron... Fold the apron

Point to the overalls... Pick up the overalls

Put the overalls on the brother; father; grandfather; custodian

Pick up the wallet... Put it next to the father

Put the wallet in the overalls; purse

Hang the purse on your right (left) arm

Give me the purse

NOVEL COMMANDS

Pick up the overalls... Put on the overalls... Put the bathing suit on the overalls

Hang the apron on the bathing suit

Jump around your purse... Sit on the purse

Fold your bathing suit and put it on your head... Sit next to the principal

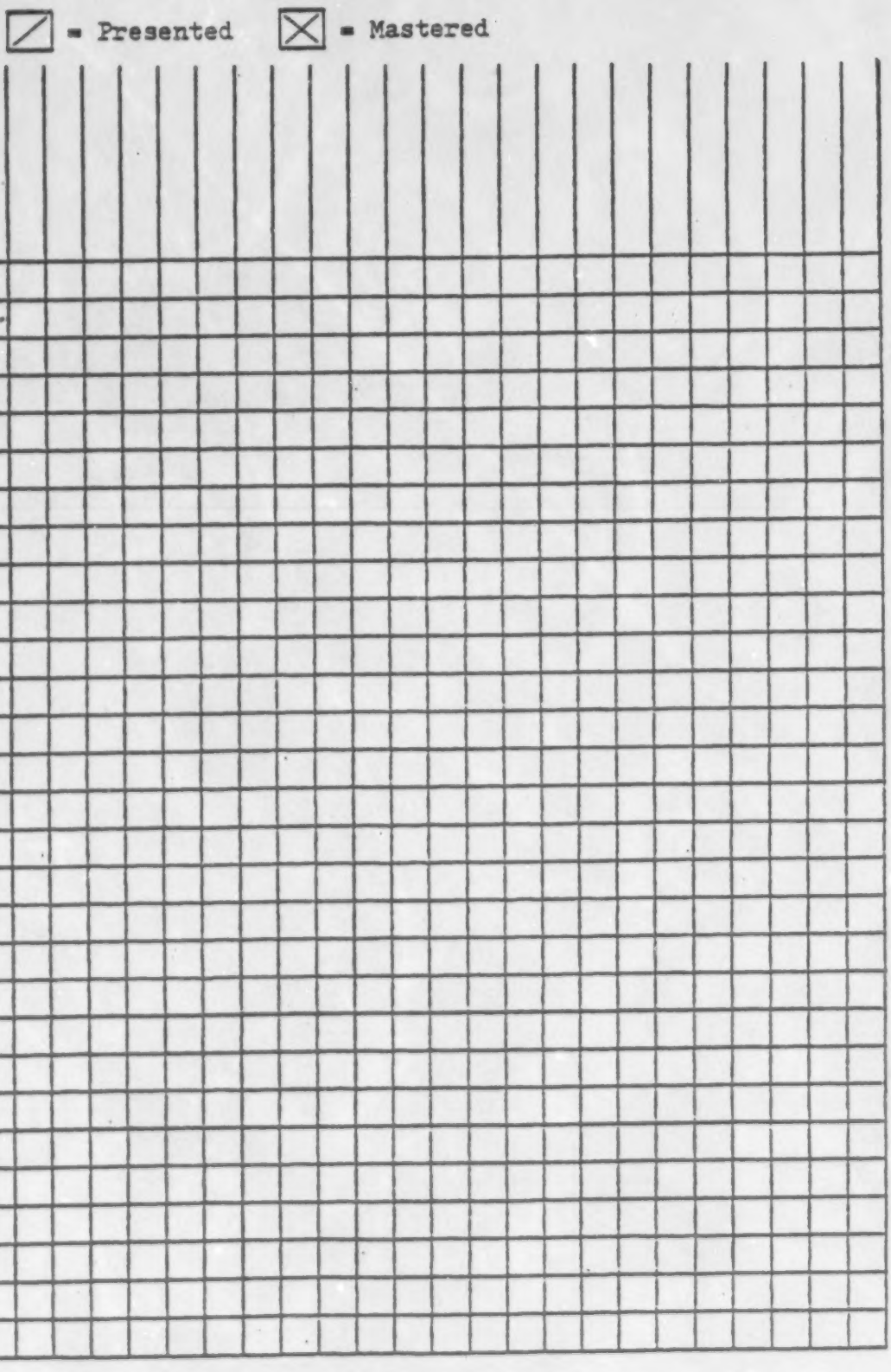
(Review in Unit V)

Show me the teacher	☐	1.
Point to the girl; boy	☐	2.
Touch the nurse	☐	3.
Point to the tall boy	☐	4.
Touch the short girl	☐	5.
Show me the principal	☐	6.
Give me the shoes	☐	7.
Unzip the jacket	☐	8.
Button the shirt	☐	9.
Zip the jacket	☐	10.
Fold the blue dress	☐	11.
Put on the blouse	☐	12.
Point to the shirt	☐	13.
Draw the shirt	☐	14.
Color the jeans blue	☐	15.
Put on the hat and take it off	☐	16.
Pick up the ribbon	☐	17.
Touch the skirt	☐	18.
Show me the boots	☐	19.
Give me the belt	☐	20.
Put the socks on the grandfather	☐	21.
Unbutton the sweater and fold it	☐	22.
Fold the raincoat	☐	23.
Show me the black umbrella	☐	24.
Point to the pants	☐	25.
Hang up the white coat	☐	26.
Put the wristwatch on the table	☐	27.
Point to the tall man and pick up the man... Put him down	☐	28.
Touch the woman... Pick her up and put her down	☐	29.

(Remainder of Lesson 42 is on page 70)

UNIT IV - LESSON 42

Date_____

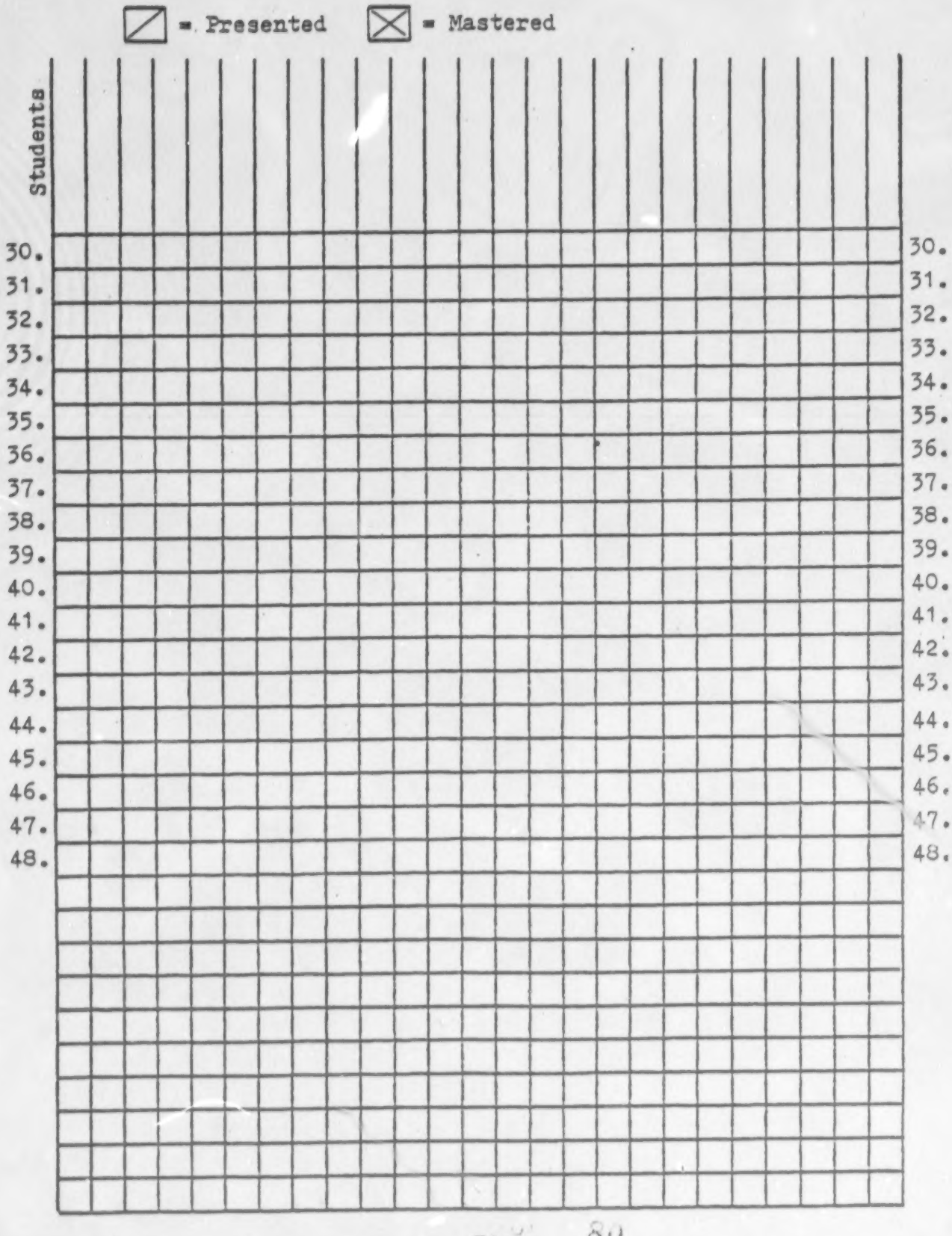


(Review in Unit V)

Give me the librarian	☐	30.
Touch the custodian	☐	31.
Put on the ring and take it off	☐	32.
Pick up the ring and put it on your finger	☐	33.
Point to the earring and put it on your left ear	☐	34.
Put the necklace on the mother	☐	35.
Point to the bracelet in the box and put it on the sister	☐	36.
Zip and unzip the overalls	☐	37.
Pick up the wallet and give it to the father	☐	38.
Put the purse in the sister's hands	☐	39.
Put the bathing suit on the brother	☐	40.
Fold the pajamas	☐	41.
Tie and untie the apron	☐	42.
Open the umbrella and close it	☐	43.
Show me the suit	☐	44.
Show me the brother and sister	☐	45.
Pick up the baby	☐	46.
Put the grandmother next to the mother	☐	47.
Hug the baby	☐	48.

Grid for Recording Mastery

UNIT IV - LESSON 42 Continued



TARGET VOCABULARY - UNIT V

LESSONS 43 - 50

You will combine these new ACTIONS with this new vocabulary.

NOTE: Teacher may choose to hold (some of) these lessons outside the classroom, or use large picture cards, or large photos of the different parts or personnel of the school. Different schools have different equipment. Use (or substitute) relevant terms only.

Actions	Nouns	Others
go to	classroom	in
go in	school	right (Review)
get in (line)	bathroom	left
line up	library/media center	both
drink	office	
hold	flagpole	
hold up	cafeteria	
blow	stage	
blow up	ball	
bring	playground	
	field	
	tree	
	slide	
	bench	
	swings	
	grass	
	bars	
	bicycle	
	bike-rack	
	drinking fountain	
	water	
	bat	
	ball	
	mitt	
	whistle	
	jump rope	
	balloon	

Add and make new recombinations of this and vocabulary from previous units.

In colder regions, you may want to add:

snow	sled	glove/snow mitts, ear muffs
ice	ice-skates	snow suit

REVIEW COMMANDS

(Errors in Review Lesson IV)
Show me the mother and the father
Point to the sister and the brother
Pick up the grandmother
Point to the grandfather
Put the father next to the mother
Put the sister next to the brother
Open (close) the door; box

COMMANDS

Show me the school (actual front of school or large picture)
Walk around the school (students can walk around the picture of the school)
Go to the library (media center) and sit in the library
Point to the classroom and the library
Walk to the bathroom... Point to the bathroom
Show the classroom to Maria; Juan, etc.
Show me the office
Open the office door... Push the office door
Pull the office door and close it
Put (appropriate classroom objects or people in appropriate room) Example: Put the teacher in the classroom
Put the books in the library
Put the principal in the office

NOVEL COMMANDS

Put the pen on (picture of) the library
Sit under the desk in the classroom
Sit under his (her) desk
Put the ball on (picture of) the school
Pull (student) to the library
Push (student) to the bathroom

UNIT V Lesson 44 SCHOOL

NOTE: The word hall is introduced in this lesson. If you have no halls at your school, you may choose not to use the word.

REVIEW COMMANDS

Go to the library; office
Point to the office; classroom; bathroom
Go to the classroom
Point to the bathroom and walk to the bathroom
Point to the school (picture)
Put the boy (girl) in the classroom
Put the librarian in the library; media center; hall
Put the father in the office

COMMANDS

Run to the flagpole
Open the office door and point to the principal
Look in the office and point to the secretary
Show me the cafeteria... Jump to the stage (if there is one)
Go to the cafeteria
Walk to the media center
Go sit under the flagpole
Stand next to the flagpole
Walk to the office... Open the door... Go in the office
Look down the hall
Point to the hall
Walk in the hall

NOVEL COMMANDS

Put the scissors on the stage... Sit on the stage
Look in the office... Put the baby in the office
Put the chair on the playground... Stand on the chair
Sit on the stage and smile... Frown
Put an eraser at the bottom of the flagpole
Sit in the hall with the teacher; mother; boy; girl, etc.
(Use your imagination for more novel commands.)

REVIEW COMMANDS

Stand next to the flagpole
Walk around the flagpole
Go to the cafeteria, then go in the hall
Point to the hall
Show me the cafeteria
Go to the stage and sit on the stage
Put the principal (teacher, librarian) in the cafeteria; classroom; library

COMMANDS

Skip to the playground... Sit on the playground
Walk to the field and stop
Get in line (or line up)
Walk in line
Girls, get in line (or line up)
Boys, get in line and point to the playground; field
Look at the tree... Walk around the tree
Touch the tree and point to it

NOVEL COMMANDS

Hug the librarian
Jump in line to the field
Skip to the field... Run to the teacher
Skip in line to the tree and walk around the tree backwards
Push (pull) the tree to the office (Let them "groan" at this impossible command.)

REVIEW COMMANDS

Look at the field; playground
Go to the cafeteria
Walk around the flagpole
Walk backwards to the library
Get in line and walk down the hall
Walk around the playground
Go to the tree and touch the tree

COMMANDS

Go down the slide
Stand on the bench and now sit on it
Go to the swings and point to the tree (if there are trees on the playground)
Sit on the grass and point to the swing; slide; bars
Run to the bars and point to them
Touch the bench two times and walk to the grass; trees
Skip around the tree

NOVEL COMMANDS

Sit on the slide and clap your hands four times
Put your nose on the swing
Go to the bench... Stand on the bench and put your hands on your head
Put your head on the bench and frown
Put your elbows on the grass and laugh

REVIEW COMMANDS

Push the swing... Pull the swing
Sit on the slide... Now go down the slide
Hop to the grass and go to the bench
Touch the bars and skip around the bars
Push the bench to the slides (this may or may not be possible)

COMMANDS

Sit under the bars
Hop (go, walk) to the bike-rack
Get in line and walk on the line
Hop around the bicycle
Get the bicycle... Pick it up and put it down
Walk around the bike-rack
Put the bicycle in the bike-rack and go sit on the grass
Go to the drinking fountain... Then go to the grass
Run to the drinking fountain and drink the water

NOVEL COMMANDS

Push (Maria, etc.) on the swing and frown; laugh; sing
Sit under the bench
Hop backwards to the slide and sit under the slide
Walk on the line backwards
Hop around Lee and knock on his head
Hop around Maria and knock on her head
Jump to the drinking fountain and touch the water... Now shake your hands
(Other favorite novel commands)

UNIT V Lesson 48 PLAYGROUND EQUIPMENT

REVIEW COMMANDS

Stand next to the bicycle
Sit on the bicycle
Point to the bike-rack
Walk to the drinking fountain
Drink the water
Point to your right (left) eye; shoulder; arm; foot
Show me the water

COMMANDS

Show me the bat and the ball... Give me the bat
Get the ball and hold up the ball
Hold the ball (this way, students see the difference between "hold" and "hold up")
Put the bat next to the mitt
Put the mitt under the ball
Put the mitt on the bench
Throw the ball to me; (student)
Throw the ball to _____... Catch the ball, _____
Throw the mitt next to the ball
Hold the bat; mitt
Hold up the bat; mitt
Hold the ball in (under) the mitt
Put the ball next to the bat
Throw the ball and catch it
Touch the whistle... Show me the whistle
Blow the whistle and hold it up

NOVEL COMMANDS

Put the mitt and the bat on your head and sit on the ball
Put the bat on your nose and jump backward
Rub the ball on your feet and cry
Blow the whistle... Run to the playground and put the mitt on the swings; slide

Hold up the whistle... Put the whistle in your mouth and blow ten times

Hold up your left leg and shake it

Put your left foot in the water and laugh

REVIEW COMMANDS

Hop with your right (left) foot
Hold up your right (left) hand
Pick up the mitt... Put it down
Throw the ball to (student)
Put the whistle on (in, under) the bench; desk; chair
Hold up the bat... Hold the bat
Hold the ball in the mitt
Hold the whistle in your hand
Blow the whistle
Shake Juan's left (right) hand
Hold your right foot in your left hand

COMMANDS

Hold the jump rope
Hold up the jump rope and bring it to me
Jump with the jump rope
Jump to the window (door) with the whistle; (indoor and outdoor equipment)
Pick up the balloon and put it down
Blow the whistle and jump; skip; run
Point to the balloon and touch the balloon
Blow up the balloon
Bring me the jump rope
Bring me the balloon... Blow it up and smile
Hold up both arms
Open both eyes and close both eyes

NOVEL COMMANDS

Put your right hand on the ball (mitt, jump rope) and hop forwards; backwards
Put your right hand on your right eye and skip backwards

Put your left hand on the bench and sing; laugh; frown

Hold up both arms

Now hold up both feet (Impossible, but let them "realize" this)

Hold up your right foot and your left hand

Open your right eye and close your left eye (This requires concentration; watch your students listen and think.)

Now bring me the jump rope; whistle; ball; mitt

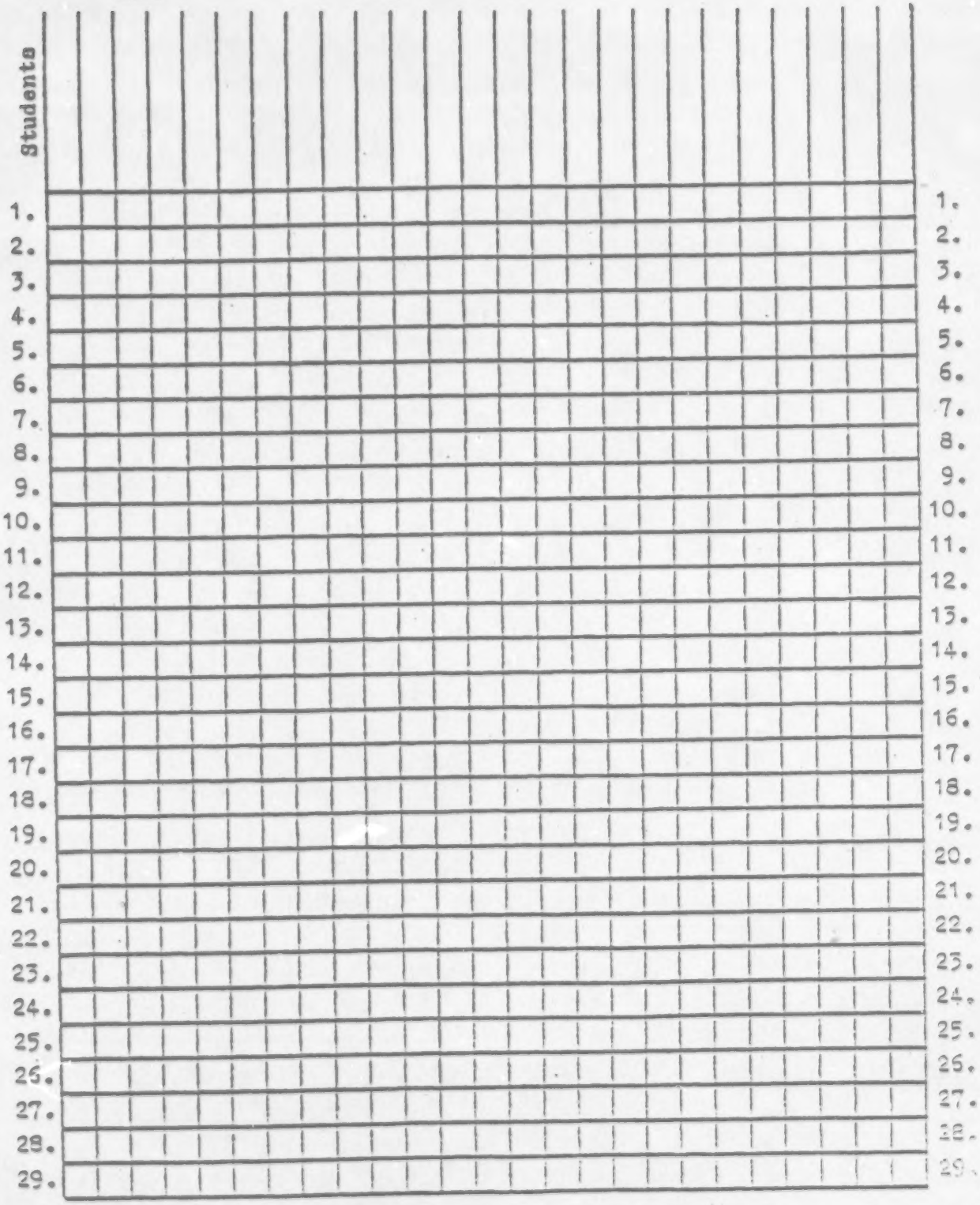
UNIT V Lesson 50 REVIEW LESSON

NOTE: This lesson may be conducted outdoors or with the use of large pictures. It may be used as a general placement test. (Delete terms which are not relevant to your school.)

	(Review in Unit VI)	
Walk to (around) the school	☐	1.
Go to the library; media center	☐	2.
Point to the classroom	☐	3.
Go to the bathroom (Use picture, please.)	☐	4.
Point to the flagpole	☐	5.
Run to the playground	☐	6.
Walk to the office and go in the office	☐	7.
Go to the flagpole	☐	8.
Skip to (around) the stage	☐	9.
Walk to the field	☐	10.
Walk on the line	☐	11.
Walk to the grass and sit down on the grass	☐	12.
Walk to the library backwards	☐	13.
Touch his (her) bicycle	☐	14.
Throw the ball	☐	15.
Point down the hall	☐	16.
Jump to the playground	☐	17.
Run to the drinking fountain	☐	18.
Sit on the grass	☐	19.
Stand next to the tree	☐	20.
Go to the bench; bars; drinking fountain; swings	☐	21.
Run to the slide	☐	22.
Bring the bicycle to the bike-rack	☐	23.
Sit on the swing and smile; frown; laugh	☐	24.
Put the ball in the mitt	☐	25.
Get the bat and the ball	☐	26.
Hold up both arms and close both eyes	☐	27.
Show me the whistle and the jump rope	☐	28.
Blow up the balloon	☐	29.

UNIT V - LESSON 50

Date_____



TARGET VOCABULARY -Unit VI

LESSONS 51 - 63

You will combine these new ACTIONS with this new vocabulary.

Actions	Nouns		Others
flush	bucket	kitchen	
wash	iron	refrigerator	wide
rinse	ironing board	sink	narrow
dry	washer	oven	or
comb	dryer	range	into
pour	telephone	pitcher	to the right of
	radio	pan	to the left of
	television T.V.	plate	between
	sewing machine	bowl	
	waste basket	cup	
	vacuum cleaner	glass	
	broom	spoon	
	dust pan	fork	
	mop	knife	
	living room	napkin	
	couch	house	
	chair	garage	
	lamp	hammer	
	bedroom	shovel	
	dresser	nails	
	bed	ladder	
	closet	yard	
	bathroom	garbage can	
	soap	gate	
	shower	fence	
	toilet	rake	
	comb	hose	
	towel		
	washcloth		
	toothbrush		
	hairbrush		

REMEMBER TO ADD YOUR OWN RECOMBINATIONS OF ACTIONS AND VOCABULARY.

REVIEW COMMANDS

(Errors in Review Lesson 50)
Show me the jump rope... Jump with the jump rope
Pick up the balloon and blow it up
Bring me both the balloon and the jump rope
Show me two balloons
Blow up both balloons

COMMANDS

Show me the bucket
Touch the iron... Point to the iron
Put the bucket on (under) the iron
Pick up the iron
Touch the ironing board
Put the iron on (under) the ironing board
Hug me; him; her; student's name
Touch the dryer and point to the dryer
Touch the washer
Put the ironing board next to the dryer; washer

NOVEL COMMANDS

Put the bucket in the dryer... Jump to the washer
Walk backward to the ironing board
Put the iron in (on) the washer
Pick up the iron and put it under the ironing board
Hug the washer; dryer
Push the bucket next to the washer

REVIEW COMMANDS

Point to the iron
Show me the ironing board
Touch the dryer
Pick up the bucket and put it down
Touch the washer; dryer
Turn on the washer; dryer
Put the iron on (under) the ironing board
Put the iron next to the bucket

COMMANDS

Show me the telephone... Pick it up and put it down
Give me the telephone
Point to the radio
Turn on (off) the radio
Pick up the clock and point to it
Touch the sewing machine
Point to the sewing machine
Give me the wastebasket
Push the clock next to the wastebasket
Put the wastebasket on the sewing machine
Show me the T.V... Put the radio on the T.V.
Turn on (off) the T.V.

NOVEL COMMANDS

Put the clock in the wastebasket... Put the wastebasket on the radio... Put the radio on the T.V... Turn on the T.V. and laugh

Put the telephone on the sewing machine... Put the sewing machine under the T.V... Put the radio on your head... Turn on the T.V. and laugh and cry

Mario, put the telephone in the wastebasket

Jane, show me the telephone and point to the telephone

REVIEW COMMANDS

Touch the iron; ironing board
Show me the telephone
Pick up the wastebasket
Push the sewing machine to the T.V.
Give me the clock
Pick up the radio and turn on (off) the radio; T.V.
Put the radio on the T.V.

COMMANDS

Push the broom; pull the broom
Sweep with the broom
Touch the mop and pick it up
Hold up the broom and the mop
Show me the dust pan
Give me the dust pan
Push the vacuum cleaner and point to it
Give me the broom; mop; vacuum cleaner
Pull the broom to the mop
Push the dust pan to the broom

NOVEL COMMANDS

(Put the the different items in (on) other items in the home. Add "laugh" and/or "cry" to particularly silly commands.)

Put the radio and the broom in the bucket
Push the dust pan to the vacuum cleaner
Put the broom and the mop on the T.V.
Put the iron in the dust pan

UNIT VI Lesson 54 HOUSEHOLD EQUIPMENT - LIVING ROOM

REVIEW COMMANDS

Point to the broom; dust pan
Push the mop
Give me the broom
Show me the dust pan
Pick up the vacuum cleaner
Sweep with the broom
Sweep (vacuum) with the vacuum cleaner

COMMANDS

Point to the couch... Put the radio next to the couch
Turn on (off) the lamp
Put the lamp on the T.V.
Sit on the chair... Put the chair next to the couch
Watch (look at) the T.V.
Point to the living room
Maria, walk to the couch... Kim, watch Maria walk to the couch
Point to the living room
Put the couch (chair, lamp, vacuum cleaner) in the living room
Sit on the couch in the living room

NOVEL COMMANDS

Put the chair on the couch... Sit on the chair
Put the lamp under the T.V.
Put the lamp on your head... Point to your head and laugh
Sit on the T.V. (if it's sturdy)

UNIT VI Lesson 55 HOME - LIVING ROOM, BEDROOM

REVIEW COMMANDS

Show me the living room
Point to the couch; chair
Sit on the couch; chair
Turn on the radio; T.V... Turn them off
Point to the lamp
Turn on (off) the lamp
Watch the T.V. in the living room
Turn on the T.V., Karen
Georgio, watch Karen turn on the T.V.
Put the mother (father) in the living room

COMMANDS

Point to the bedroom... Put the lamp in the bedroom
Show me the bed... Put the baby on the bed
Point to the dresser and jump to the dresser
Touch the bed and sit on the bed
Stand next to the bed
Touch the wide bed
Touch the narrow bed
Show me the wide dresser
Show me the narrow dresser
Point to the closet
Open (close) the closet door

NOVEL COMMANDS

Put the lamp under the bed
Put the radio in the closet... Point to the closet
Turn on the T.V. and watch it
Put a pencil under the dresser and clap six times
Put (all the above) in the bedroom

NOTE: By this time students should be helping you create zany commands.

REVIEW COMMANDS

Point to the bedroom; living room
Show me the closet
Point to the bed and the dresser
Show me (open, close) the closet door
Point to the wide (narrow) bed
Touch the wide (narrow) dresser
Put the brother in the bedroom

COMMANDS

Walk to the bathroom and point to it
Show me the bathtub
Point to the shower
Turn on the water in the shower
Put the soap next to the shower
Turn on (off) the water
Pick up the soap... Touch the soap and put it down
Put the soap in the bathtub
Point to the toilet
Flush the toilet

NOVEL COMMANDS

Pull the broom to the shower and put it under the shower
Push the mop and the bucket to the water... Put them on your head and stand in the water

UNIT VI Lesson 57 HOME - BATHROOM

REVIEW COMMANDS

Point to the bedroom; living room
Show me the bathroom
Touch the shower and the bathtub
Point to the bathtub and put the baby in it
Put the soap in the bathtub
Show me the toilet
Flush the toilet
Put the sister in the bathroom

COMMANDS

Wash your hands (face, neck, arms) with the soap and water
Rinse your hands (face, neck, arms) with the water
Dry your hands with a towel
Sit on the bathtub next to (on) the red (blue) towel
Show me the comb
Put the comb in my (his, her) hand
Touch the green toothbrush
Fold the red (blue, yellow) towel
Put the washcloth next to (on) the towel
Fold the washcloth
Put the hairbrush on (under) the toilet
Sit on the bathtub next to the washcloth
Put the comb on (under) the hairbrush
Brush your hair with the hairbrush
Wash your comb... Rinse it and dry it
Now comb your hair... Now brush your hair

NOVEL COMMANDS

Sit on the towel (comb, toothbrush, hairbrush) and cry; sing; dance; laugh; frown
Sit under the shower and sing
Put the comb on the toothbrush
Stand on the toilet and point to the toilet

REVIEW COMMANDS

Comb your hair with the comb
Brush your hair with the hairbrush
Give me the comb; hairbrush
Put the toothbrush on the washcloth
Put the washcloth and the soap on the red (green, blue, brown) towel
Put the towel on the bathtub
Wash (rinse) your face; hands; feet; arms; neck, etc.
Wash (rinse) your face; hands; feet; arms; neck, etc.
Dry your face with the towel

COMMANDS

Point to the kitchen
Touch the refrigerator
Open the refrigerator and close it
Touch the sink; T.V.; lamp
Point to the oven... Open and close the oven door
Put the lamp on the T.V.
Pretend you're a grandmother (grandfather)... Watch T.V.
Turn off the T.V. and cry
Put the (picture of) refrigerator in the kitchen
Put the (picture of) sink next to the refrigerator
Put the oven next to the sink
Show me the range... Stand next to the range
Put the (picture of) range next to the stove in the kitchen

NOVEL COMMANDS

Put the lamp in the refrigerator
Put the T.V. in the oven
Sit on the sink and cry

Put the radio on the sink... Turn on (off) the water in the sink

Put the toothbrush, towel and washcloth at the bottom of the refrigerator

Put the hairbrush and the soap on top of the refrigerator

UNIT VI Lesson 59 HOME - KITCHEN

REVIEW COMMANDS

Show me the kitchen... Point to the kitchen
Point to the oven and the range
Touch the refrigerator
Put the soap on (in) the sink
Put the washcloth in the oven
Put the towel under the washcloth
Show me the range
Put the grandmother in the kitchen

COMMANDS

Touch the plate
Put the plate on the sink
Put the pan in the oven
Put the big (little) pan on the range
Show me the big pan... Put the big pan under (next to) the little pan
Pick up the little cup
Point to the big (little) pitcher
Show me the big pitcher... Pour water into the pitcher
Pour the water from the pitcher into the glass
Put the glass on the plate; pan
Show me the big (little) bowl; cup
Put the bowl under the plate
Wash (rinse, dry) the bowl and the plate
Dry the plate (glass, cup) with the big towel
Put the pitcher next to the cup; glass; plate; pan

NOVEL COMMANDS

Put the bowl and the pan on the cup
Put the plate on your head and walk forward
Put the glass in the bowl... Put your nose in the glass
Put the big pan on your little finger... Pick up the pan with your teeth

REVIEW COMMANDS

Pour the water into the red (yellow) glass

Show me the blue (white, orange) pitcher

Give me the big (little) plate; bowl

Put the cup in (under) the pan

Put the glass in (next to) the bowl

COMMANDS

Put the spoon on the plate

Put the fork in the cup

Pick up the fork and the spoon... Put the spoon to the right of (left of) the fork

Show me the big (little) knife

Fold the wide (narrow) napkin

Put the knife to the right of the napkin

Put the napkin on the blue plate

Pick up the glass or the plate

Pick up the fork or the spoon

Put down the fork and put it to the left of the knife

NOVEL COMMANDS

Put the spoon in your ear

Put the fork in the bowl... Put the bowl under the table

Put the napkin next to the spoon in your ear

Put the pan and the knife in the sink... Put the plate under the knife... Pick up the pan and the plate... Put them in the oven

Jump to the spoon... Pick up the spoon and the napkin... Put them in the refrigerator and laugh; cry; sing; dance; frown

NOTE: Encourage students to help you create zany commands.

REVIEW COMMANDS

Show me the spoon and put it on the plate

Fold the napkin and put it next to the plate

Pick up the cup and the glass and put them down

Put the napkin under the spoon

Put the fork to the left, and put the knife and spoon to the right of it

COMMANDS

Point to the house... Show me the top of the house

Touch the bottom of the house

Point to the garage... Touch the garage

Pick up the hammer and put it to the right of the garage

Show me the shovel and put it in the garage

Pick up the nail(s) and put them down

Put the nails in a box

Jump (run, skip) to the ladder; shovel; garage; house

Put the ladder to the right (left) of the garage

Push the ladder into the house

Get the father and put him in the garage

Put the dryer in the garage

Put the washer to the left (right) of the dryer

NOVEL COMMANDS

Sit on the hammer

Pick up the shovel and stand on the nails... Now sit on the hammer

Jump to the ladder... Hop to the dryer... Put the shovel on the dryer... Put the nails in the washer... Point to the nails and jump and laugh

REVIEW COMMANDS

Point to the house... Put the bed and the lamp in the house

Show me the garage

Pick up the shovel; ladder

Put the ladder in the garage

Hit the nail with the hammer

Point to the wide (narrow) box

Put the nails in the box in the garage

COMMANDS

Point to the yard

Show me the garbage can

Put the garbage can in the yard

Draw a garbage can and color it green; brown; yellow

Point to the gate

Draw a gate

Color the gate white; black; grey

Touch the fence

Draw a fence... Color the fence brown; green

Point to the rake

Draw a hose... Color the hose red; blue; orange; purple

Put the hose in the yard... Put the rake next to the hose

Put the rake between the hose and the garbage can

Put the ladder between the gate and the rake; hose

NOVEL COMMANDS

Hit your head with the hammer and cry

Put the garbage can on the fence... Put the rake in the garbage can... Put the hose next to the rake... Sit on the garbage can and point to the yard

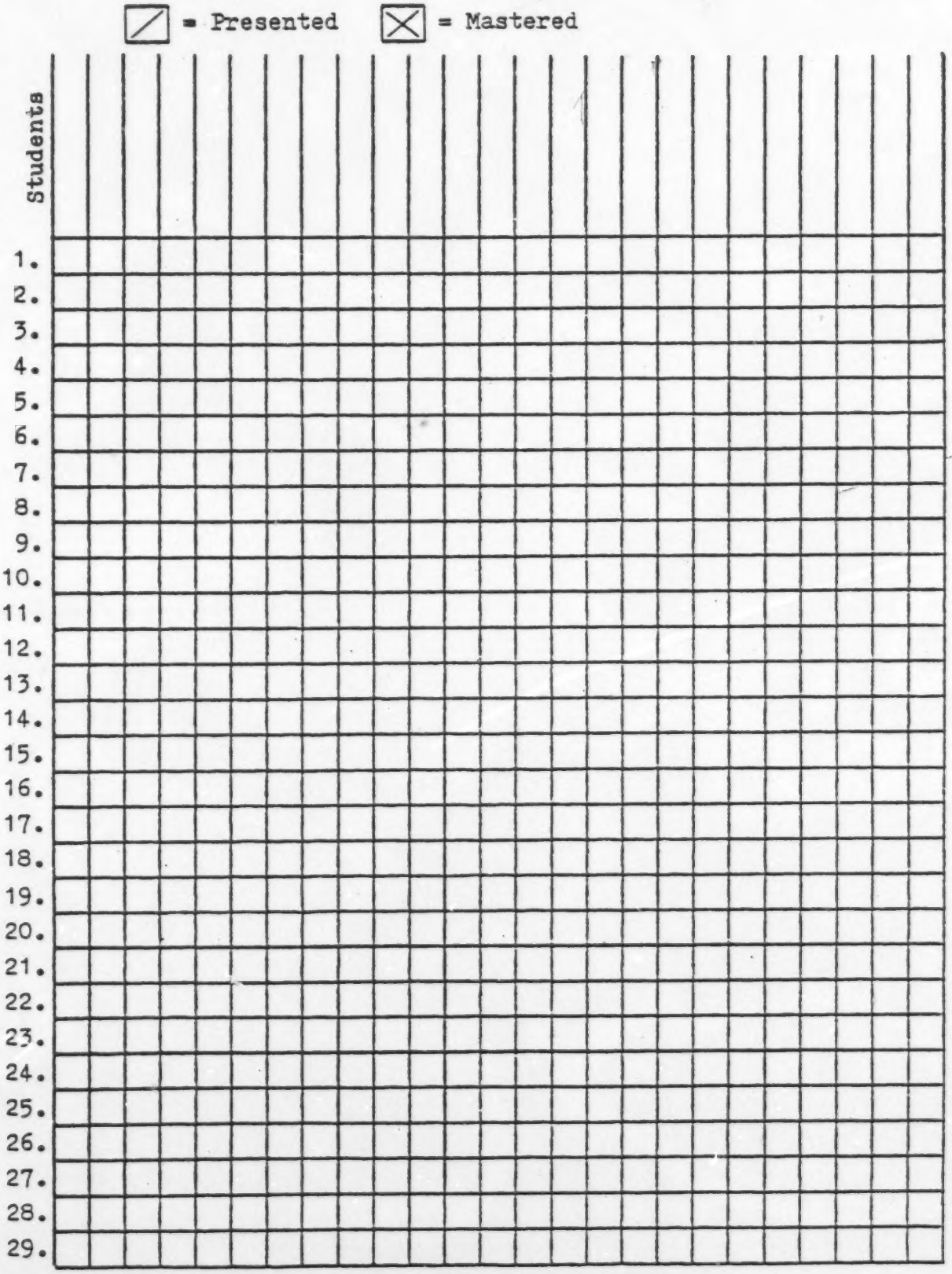
(Review in Unit VII)

Put the iron on the ironing board	☐	1.
Turn on (off) the washer and the dryer	☐	2.
Point to the bucket and pick it up	☐	3.
Point to the T.V. or the radio	☐	4.
Pick up the wastebasket and put it down	☐	5.
Touch the telephone and the sewing machine	☐	6.
Put the comb between the radio and the T.V.	☐	7.
Push the vacuum cleaner	☐	8.
Put the broom under the dustpan	☐	9.
Pull the mop to the broom	☐	10.
Put the mop between the broom and the dustpan	☐	11.
Show me the living room	☐	12.
Put the chair next to the couch	☐	13.
Put the lamp on the table	☐	14.
Touch the bedroom	☐	15.
Push the dresser to the left of the bed	☐	16.
Point to the bathroom	☐	17.
Put the bathtub in the bathroom	☐	18.
Put the soap between the towel and the washcloth	☐	19.
Wash your face with the washcloth (make motions)	☐	20.
Dry your arms with the towel (make motions)	☐	21.
Turn on (off) the water in the shower (make motion of turning)	☐	22.
Point to the toilet and flush it (make motion)	☐	23.
Comb your hair with the comb	☐	24.
Brush your arms with the hairbrush	☐	25.
Brush your teeth with the toothbrush	☐	26.
Put the mop in the kitchen	☐	27.
Put the refrigerator in the kitchen	☐	28.
Touch the refrigerator	☐	29.

(Remainder of Lesson 63 is on page 100)

UNIT VI - LESSON 63

Date_____

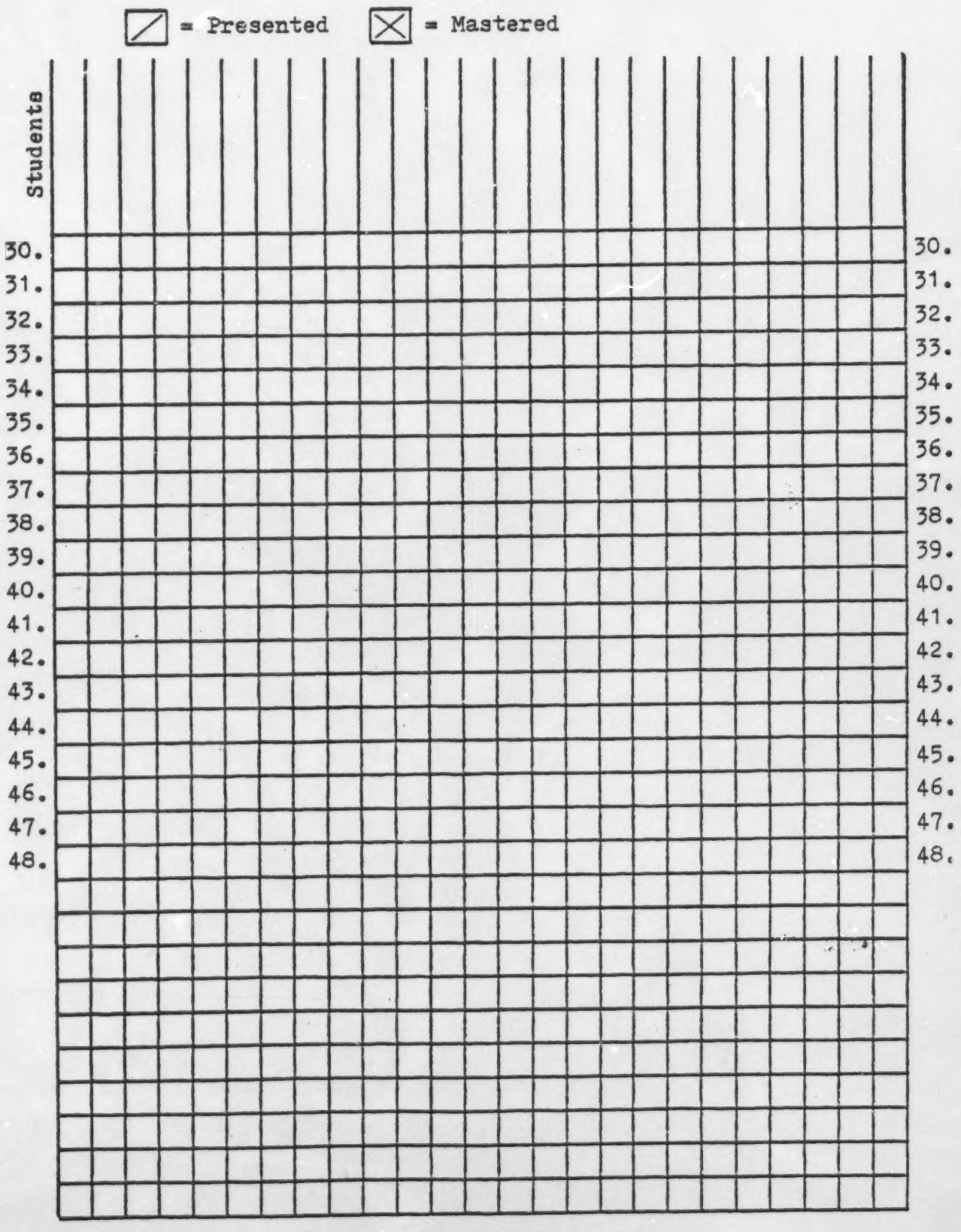


(Review in Unit VII)

Show me the range and the oven	☐	30.
Put the pan in the oven	☐	31.
Point to the pitcher	☐	32.
Pour water from the pitcher into the glass	☐	33.
Put the pan to the left of the plate	☐	34.
Put the plate under the bowl	☐	35.
Put the cup and the glass on the table	☐	36.
Put the napkin between the spoon and the fork	☐	37.
Give me the knife and the spoon	☐	38.
Put the fork in the glass	☐	39.
Show me the house and the garage	☐	40.
Point to the yard	☐	41.
Put the garbage can in the yard	☐	42.
Put the rake to the right of the gate	☐	43.
Touch the fence and the hose and the rake	☐	44.
Hit the nail with the hammer	☐	45.
Hold up the hammer	☐	46.
Put the shovel to the right of the house	☐	47.
Put the ladder to the left of the garage	☐	48.

Grid for Recording Mastery

UNIT VI - LESSON 63 Continued



TARGET VOCABULARY - UNIT VII

LESSONS 64 - 73

In this unit you will combine these new ACTIONS with this vocabulary.

Actions	Nouns	Others
pour	eggs	of
drink	orange juice	some
eat	bread	them
spread	tortillas	
stir	tomato	
pass	lettuce	
	carrot	
	celery	
	salad	
	pumpkin	
	potato	
	corn	
	green beans/beans	
	onions	
	bacon	
	ham	
	chicken	
	hamburger	
	hot dog	
	mustard	
	ketchup	
	coke/pepsi	
	french fries	
	soup sandwich	
	peanut butter	
	jam/jelly	
	rice crackers	
	butter banana	
	cherries apple	
	grapes strawberry	
	lemon oranges	
	peach pear	

NOTE: Gather as many plastic or real fruits and vegetables as you can for these lessons. Use empty cereal, cracker boxes, and plastic mustard and ketchup containers with the original labels. Whenever possible, use the real items. They provide more fun and are less confusing than pictures. Pictures can be used later.

MAKE AND ADD YOUR OWN RECOMBINATIONS. REMEMBER UNUSUAL COMMANDS ARE AN EXCELLENT TEST OF COMPREHENSION.

REVIEW COMMANDS

(Errors from Review Lesson 63)

Show me the garbage can

Put the baby (mother, father) next to the garbage can

Point to the hose... Put the brother to the left of the hose

Draw a fence and a rake

Color the fence brown and the rake black

COMMANDS

Show me the little (big) eggs... Count six eggs

Give (Sal) the milk... (Sal), pour the milk into the pitcher

Touch the orange juice

Pour the orange juice into a glass; pitcher; cup

Point to the bread; tortillas

Give me the bread and a glass of milk; orange juice

Point to the cereal

Drink the orange juice

Get the cereal and put it on the table

Drink the milk

Eat the bread; tortillas

Pour the milk into the cereal

Eat the cereal and drink the milk

NOVEL COMMANDS

Pour the orange juice into the milk... Drink the milk and the orange juice

Get the cereal and sit under the table... Put the cereal under your knees

Put the tortillas on your head and walk backward

REVIEW COMMANDS

Drink the orange juice
Pour the milk into the pitcher; glass
Pour the juice into my glass; cup; sink; pitcher
Put the eggs on the table... Give them to me
Push the bread to the cereal
Pick up the bread and eat it

COMMANDS

Show me the lettuce and pick it up
Show me the red (green) tomato
Put the lettuce next to the carrots
Put the long (short) carrot on the table
Put the fat (thin) carrot under the table
Cut the celery and put it in the box
Maria, pretend you're the mother and cut the carrots and the celery
Now make a salad of tomato, lettuce, carrots and celery
Olmedo, pretend you're the father and eat the salad

NOVEL COMMANDS

Pick up the salad and put it on (under) your chair
Get the carrots and put them on my feet
Throw the celery to (student's name)
Skip to the tomato... Put it on Jim's head... Point to Jim and laugh

REVIEW COMMANDS

Cut three tomatoes

Give me three tomatoes and two carrots

Put the tomatoes, lettuce, and celery on the table

Cut the carrots and the celery and put them in the salad

Draw a big (little) green salad

COMMANDS

Show me a big orange pumpkin

Give me the big (little) potato

Put the yellow corn next to the brown potato

Throw the green bean under the table

Put the pumpkin next to the onion

Cut the beans and put them with the onions in a salad

Eat the salad

NOVEL COMMANDS

Throw me a green bean... Throw two green beans to Jim... Run around Jim (Maria) and give him (her) a potato and some corn

Put two potatoes on your head and jump to ____

Put two onions on your knees and smile; frown; laugh; sing; dance

Draw some beans and color them purple, black, and orange

NOTE: A pretend "refrigerator" (open box) to hold the meats makes this lesson more fun.

REVIEW COMMANDS

Give the pumpkin and the onion to me; (student)
Put the potato and the pumpkin on (next to) the onions
Cut a potato and give it to _____
Draw a pumpkin and erase it
Cut some beans
Draw some beans and color them brown

COMMANDS

Point to the bacon and put it in the refrigerator
Take the bacon out of the refrigerator
Now put the bacon on the table; sink
Point to the ham (chicken) in the refrigerator
Show me the chicken... Touch the ham and eat the bacon
Put the hamburger under (on top of) the bacon
Pick up the hot dog and the tortilla and eat them
Put the hot dog in the tortilla (bun) and eat it

NOVEL COMMANDS

Put the bacon under the chair
Put the hamburger on top of your head
Put the mustard on the chicken
Pour some milk on the hot dog and laugh

REVIEW COMMANDS

Pick up the bacon and the chicken
Put the ham in the refrigerator; on the table
Put the hot dog next to the hamburger
Put the bun under the tortilla
Put the hot dog in the bun
Take the hog dog out of the bun
Pour the milk into the pitcher
Pour the juice into the glass

COMMANDS

Spread mustard on the hamburger
Put the french fries next to the hamburger
Spread the ketchup on the french fries
Pour the Coke (Pepsi) into the glass
Stir the juice in the glass; cup
Stir the milk in the pitcher
Pour the soup in the bowl; cup; sink

NOVEL COMMANDS

Teacher commands students to combine unusual (zany) mixtures of foods and add: sit under the table... Put your nose, knees on the table, etc.

REVIEW COMMANDS

Stir the soup with a spoon; fork
Spread the ketchup on my bun
Show me the hamburger and the french fries
Give me the chicken and the tortillas
Put the ketchup next to the mustard
Pick up the Coke (Pepsi) and drink it
Spread the mustard on the hot dog
Put the ham in the refrigerator and take it out

COMMANDS

Spread the peanut butter on the bread; bun
Pass me the jam; jelly
Pass the jam to ____ and ____
Pass me the rice
Give me the cracker(s); jam; butter
Spread the butter (jam, jelly) on the cracker
Show me the peanut butter and jelly; rice
Give me a peanut butter (ham, hamburger) sandwich
Pass me the peanut butter and jelly sandwich

NOVEL COMMANDS

Keep making incredible (and inedible) mixtures of foods.

REVIEW COMMANDS

Pass me the butter and the crackers

Spread the jam (jelly) on the peanut butter

Point to the rice... Touch it and eat it

Pick up the ham (peanut butter) sandwich

COMMANDS

Put the yellow banana on (under) the box of rice

Put the cherries on top of the crackers

Point to the yellow (red, green) apple

Put the green grapes on (next to) the peanut butter

Give me the little strawberries

Pick up the big red strawberry... Put it in the box

Get the apple (banana, grape) on the table and give it to me; him; her

NOVEL COMMANDS

Get the banana (apple) on my desk and put it under the chair; book; table

Put the cherries and the grapes in a sandwich... Sit under the desk and eat the sandwich

UNIT VII Lesson 71 FRUITS

REVIEW COMMANDS

Draw some strawberries... Color them red

Put the yellow banana and the red cherries on the table

Get the grapes and the banana and give them to me

Point to the green grapes and get the green (purple) grapes

Give (student) the red apple and walk around his/her desk

COMMANDS

Show me a lemon... Now draw the lemon

Color the lemon yellow and give it to (student)

Cut the oranges on the table and give them to me

Point to the peach... Pick up the peach and put it down

Pass me the pear

Put the pear next to the peach

Draw two watermelons

Color the watermelons green and point to them

Draw some oranges

Color the oranges orange and give them to (student)

NOVEL COMMANDS

Color the fruits impossible colors. Ex: Draw a watermelon and color it brown

Jump to the chalkboard with a watermelon on your head

REVIEW COMMANDS

Show me the oranges and put them on the table; desk; chair

Color the pear green and the lemon yellow

Point to the peaches and the watermelon

Touch the little (big) peach

Draw two (three, four) bananas and erase them

Get the pear and the grapes and give them to me; him; her

COMMANDS

Give me a cup cake... Give a cup cake to (student)

Put the pie on the plate; table

Put the pie in the oven; sink

Spread the ice cream on the cookie

Give her some ice cream... Now put it on the cake

Point to the cake... Eat the cake

Put the cookie (cup cake, pie, cake) in the oven

Put the cup cake next to the ice cream

NOVEL COMMANDS

Teacher commands students to put the different foods in unusual places in the kitchen and unexpected rooms of the house... Add: smile, laugh, cry, frown, dance

Stir the mustard and the ketchup... Spread them on the ice cream... Put the ice cream on a bun... Put them in the oven

(Review in Unit VIII)

Pour the orange juice in the glass	☐	1.
Stir the cereal and the milk with a spoon	☐	2.
Put the eggs on the table	☐	3.
Put some lettuce on the bread	☐	4.
Put the tomato, the celery, and onion on the lettuce	☐	5.
Show me the salad	☐	6.
Draw a pumpkin and some carrots	☐	7.
Put the beans, the potatoes, and the corn on the plate	☐	8.
Stir the soup in the bowl	☐	9.
Point to the hamburger, the mustard, and the hot dogs	☐	10.
Take the bacon out of the refrigerator	☐	11.
Now give the bacon to me	☐	12.
Show me the chicken on the plate	☐	13.
Show him (her) the french fries and the Coke; Pepsi	☐	14.
Give me a peanut butter sandwich	☐	15.
Put ham on the cracker	☐	16.
Spread the butter on the tortillas	☐	17.
Pick up the peach and the banana	☐	18.
Put the strawberries on the table	☐	19.
Color the grapes purple and the pear green	☐	20.
Get the watermelon and the oranges	☐	21.
Cut the apple with the knife	☐	22.
Put the big pie in the oven... Now take it out	☐	23.
Draw some cookies... Color the cookies brown	☐	24.
Point to the cup cake and the cake	☐	25.

Grid for Recording Mastery

UNIT VII - LESSON 73

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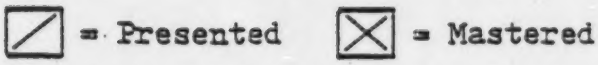 = Presented = Mastered

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TARGET VOCABULARY - UNIT VIII
LESSONS 74 - 84

Space, Order, Position, Number, Time, Days of week

This unit uses the basic concepts taken from the TEST OF BASIC CONCEPTS by Ann E. Boehm, Psychological Corporation of America, 1967, 1970.

You will combine these new ACTIONS with these concepts.

* These concepts have been introduced in previous units.

Basic Concepts		Actions	Others
top	center	set (your clock)	(hour) o'clock
through	as many	will + verb	(quarter hour :15
away from	side	(future tense)	(half hour) :30
* next to	in front of	take	today
inside	other		Sunday
some, not many	alike		Monday
middle	last		Tuesday
few	never		Wednesday
farthest	below		Thursday
* around	matches		Friday
over	always		Saturday
widest	medium sized		
most	* right		
* between	* forward		
whole	zero		
first	above		
nearest	every		
second	separated		
corner	* left		
several	pair		
third	skip		
row	equal		
different	in order		
after	not first or last		
almost	least		
half			

THIS UNIT REVIEWS CLASSROOM OBJECTS, COLORS, NUMBERS, SHAPES, FOOD AND CLOTHING AND INTRODUCES THE FUTURE TENSE.

BE SURE TO READ EACH LESSON CAREFULLY, AHEAD OF TIME, TO BE PRFPARED WITH THE ITEMS YOU WILL NEED.

FEEL FREE TO MAKE AND ADD YOUR OWN RECOMBINATIONS OF THIS AND EARLIER VOCABULARY.

Have clocks ready--or have students make clocks with hands that move.

REVIEW COMMANDS

Pick up two cupcakes and four cookies

Put them down and spread some peanut butter on the cake

Pour me, (Julio, other student) some milk; orange juice

Drink the milk and pass me the ice cream... Give the orange juice to ____

COMMANDS

Touch the top of (bottom of) the paper; box; table; chair; book

Walk (skip) through the door

Push the box through the window

Go (run) away from the desk; window; door; table

Show me the box that is away from the table

Put the paper inside the box; desk

Touch your clocks... Show me your clock

Set your clock to one o'clock

Set your clock to two (five, one, six, three, four) o'clock

NOVEL COMMANDS

Push your clock and pull it

Put your clock next to your head; nose; ears; eyes, etc.

Put your clock inside your desk

Put your clock on top of your head and set it to four o'clock

Shake your clock and laugh; cry; frown; sing; dance

REVIEW COMMANDS

Pick up the chalk
Put the pencil by the chalk
But the banana next to the apple
Put three crayons inside the box
Push the chair away from the table
Walk through the door
Show me the top of your head
Point to the bottom of your feet
Set your clock to one (six) o'clock

COMMANDS

Draw a triangle on the blackboard
Draw a circle around the triangle; pencil
Draw a box with two circles around it
Put the book in the middle of the table; chair; desk
Give a few grapes (apples, other fruit) to me; (student)
Throw a few crayons to (student)... Catch them, (student)
Walk to the blackboard farthest from my desk; from (student's) desk
Put some, not many, pencils (pens, crayons) in the box
Show me the crayon farthest from the red (blue, other color) crayon
Write your name and draw a circle around your name
Pick up some, not many, clocks, Kim; (student)
Put down a few clocks and give them to ____
Pick up one clock and set it to seven o'clock
Set your clock to eight (ten, twelve, eleven, nine) o'clock
Put your clock inside your desk

REVIEW COMMANDS

Walk around the desk... Turn your head

Point to the middle of the room; door; window

Give me some (not many) pencils; books

Put a few crayons in the box

Show me the table farthest from the chalkboard; window; door

Set your clock to seven o'clock; eight; nine; ten; eleven; twelve o'clock

COMMANDS

Take your clock and set it to five o'clock

Show me your clock... Now set it to three (twelve) o'clock (Keep the numbers mixed up)

Jump over the clock

Show me the widest box; paper

Put your clock between your books

Pick up most of the grapes; cookies; cupcakes; eggs

Put the 6 between the 8 and the 5

Put the apple between the banana and the pear

Put the red crayon between the blue and the green

Give me a whole cupcake; pie; cake

Give me a whole apple... Cut the apple

Pick up most of the apples; cherries; grapes; cookies

Take your clock and set it to 1:30

Show me your clock

Set your clock to 2:30; (all the half hours to 12:30) (Keep the numbers mixed up.)

Put your clock inside your desk

REVIEW COMMANDS

Jump over the box
Stand (sit) on the widest paper
Give me most of the crayons
Stand between Ana and (student)
Stand between the two chairs
Show me the whole apple
Set your clock to 2:30; 3:20; 5:30, etc.

COMMANDS

Show me the boy nearest to the door
Walk to the chair nearest to you... Touch it
Pick up the 1st (2nd, 3rd) ball; pencil; crayon; book, etc.
Sit on the 1st (2nd) chair
Stand on the 3rd chair and smile
Pick up the crayon nearest to the pencils
Show me the corner of the table
Touch the corner of the room; book
Give me several books; pencils; crayons; apples
Look behind me
Stand behind my chair; desk
Put your hands behind you and laugh
Put Juan behind Carlos and Lea behind Juan
Stand in the corner and frown
Take your clock and set it to 2:15
Set your clock to 3:15; 5:15; 10:15, etc.
Set it to 10:15; 6:30; 8:15; 2:30; 3:00; 5:00; 7:30
(Keep mixing up hours, half hours, quarter hours.)

REVIEW COMMANDS

Put your clock in the corner of the room

Put your paper on the corner of your desk

Touch the chair nearest to the window

Put the crayons on the 1st (2nd, 3rd) chair from my desk

Put several pencils behind my head; feet

Set your clock to 6:15; 5:15; 4:15; 10:15; twenty after 2

Put your clock inside your desk

COMMANDS

Pick up your clock and point to it

Set your clock to five after two; ten after one; fifteen after three; twenty after five

Set your clock to almost two o'clock; almost four o'clock; almost six o'clock

(Mix up hours, half hours, 5, 10 & 15 minute intervals.)

Touch the chairs in the first row

Put the crayons (pencils, clocks, chairs) in a row

Show me (pick up) the box (book, crayon, ball, block) that is different

Open your eyes

Close your eyes... Point to the window after you open your eyes

Open the door and close it

Point to the window after you close the door

Touch the glass (cup, pitcher) that is almost full (empty)

Cut the green (blue, orange, yellow, other colors) paper in half... Give me half the paper

Cut the red (green, yellow) apple in half... Give me half the apple

Clap your hands after you touch the red apple

From this point on, you may give commands in the future tense. (Start with "You will...)

REVIEW COMMANDS

Cut your paper in half

Give me half of the paper

Point to the row of apples; bananas; grapes

Sit down after you touch the book; table; chair

Give me the glass that is almost full; empty

Cut a circle (triangle, paper) in half

Set your clock to 10:00; 11:30; 9:15; 6:00; 8:30; 3:15; 10 after 5

COMMANDS

(Teacher now sets clock and says, At ___ you will..., using future tense)

At 7 o'clock you will point to the center of your nose

At 6:30 you will draw a circle in the center of your paper

At 10 o'clock you will point to the center of the desk; circle

At 8:15 you will give me as many crayons (balls, pencils) as you have

Stand on the right (left) side of my chair; desk

Put the first ball (book, pencil) in the box

At 20 after 3 you will put the other ball (book, pencil) in the box

At 2:45 you will show me the boy who is in front of Juan

(Maria), stand in front of (student)

Set your clock to 11:30

Give 11:30 to Jose

Give 1:15 to Clara

Put 8:20 under your desk

At 10:30 you will put your clock in front of your chair

At 8:15 you will point to the center of your clock

At 7:25 you will touch the side of your clock

Put your hands in front of your clock

Have flash cards with days of the week written on them. Use cards like this: "Give (card with the name of) Sunday to Alfredo."

REVIEW COMMANDS

Point to the center of the room; box; circle
Jump to the center of the rug
Give me as many pencils as I have
Pick up as many crayons as I have
Put the box on the left (right) side of the table
Put the book in front of the box
Show me the other box; pencil; crayon; paper
Point to the triangle (circle, square) that is different
Put the number 15 in front of 12; 6 in front of 8, etc.
Set your clock to (any time)

COMMANDS

Show me what you will never touch (fire)
Show me what a baby never has (pair of glasses)
Show me the red apples that are alike
Point to the cookies that are alike
Show me the last chair (boy, girl) in the row
Touch the blouse that matches the skirt
Show me the shirt that matches the pants
Point to the yellow pencil (crayon, chalk) below the desk
Today is Sunday... Take it and give Sunday to Alfredo
Pick up Monday... Give Monday to Clara
Clara, show me Monday, then throw it to me
Throw Monday to Kim... Kim, catch Monday

NOVEL COMMANDS

Sit on Sunday and Monday
Put your nose on Sunday and your knees on Monday
Jump on Monday and laugh and sing
Put Sunday and Monday below the window

Have ready flash cards for days of the week.

REVIEW COMMANDS

Show me the shirts (shoes, pants, socks) that are alike
Point to the boy (girl) who is last; 1st; 2nd; 3rd
Sit below the window
Point to the coat that matches the hat
Show me what a book never has (a tail)
Show me what a hat never has (sleeves)

COMMANDS

Show me what a book always has (sheets)
Point to the medium sized box; banana; orange; apple
Touch the ball (student) on my right (left) side
Walk forward and pick up the blouse; jacket; coat
Walk backward and point forward
Point to the right... Point to the left
Give me zero hats; other articles of clothing
Today is Wednesday... Point to Wednesday
Put Wednesday on your right ear; shoe
Put Wednesday on your right eye; foot
Pick up Tuesday and put it under your right leg
Put Thursday under your chair; table; clock
Put Tuesday and Thursday on top of (any article of clothing you wish to review)

Use flash cards for days of the week.
Ex: "Sit on (card which says) Friday."

REVIEW COMMANDS

Pick up Monday (Tuesday, Wednesday) with your right (left) hand

Show me what a foot always has (toes)

Give me a medium sized pencil; crayon; apple; circle; triangle

Push the chair forward; backward

Show me the box with zero crayons

Point to Monday and Tuesday with your right hand

Hold Wednesday in your right hand

COMMANDS

Put a clock on every desk... Now put it above your head

Point to the clock above your head

Show me the boxes (eggs, beans) that are separated

Point to your left side

Stand on my left (right) side

Show me a pair of black (brown, white) shoes

Show me a pair of shoes that are separated

Point to a pair of stockings; shoes

This is Friday... Push your chair forward to Friday

Put Friday to the left of Thursday

Put Thursday to the right of Wednesday

NOVEL COMMANDS

Today is Thursday... Take Thursday and Friday and put them below the eggs (shoes, beans, socks) that are separated

Put Wednesday on Friday... Put Friday to the right of Thursday

Put Monday to the left of Thursday

Put Tuesday under Wednesday

Put Monday on your eyes and Sunday on your head

Give Wednesday and Monday to Juan; Marie

REVIEW COMMANDS

Run to the left (right) side of the room
Point to the box above the cupboard; shelf
Give every boy (girl) a crayon; book
Point to the pencils that are separated
Show me the socks that are separated
Point to a black (brown) pair of shoes
Find the red pair of socks
Put Friday to the left of Thursday

COMMANDS

Pick up the paper and draw three lines on it
Skip a line and write your name
Open your book to page 5
Skip a page and show me the next page
Show me the numbers that are equal
Put the boxes in order from small to large
Put the girls (boys) in order from short to tall
Pick up the book that is not first or last
Show me the student that is not first or last
Point to the box with the least (most) crayons; pencils
Pick up the book with the least pages
Point to Saturday
Show me Monday, Tuesday and Thursday
Jorge, take Saturday, Wednesday and Friday and put them behind you
Pick up Sunday... Skip Monday and pick up Tuesday
Put Sunday, Monday, Tuesday, Wednesday, etc. in order; in a row

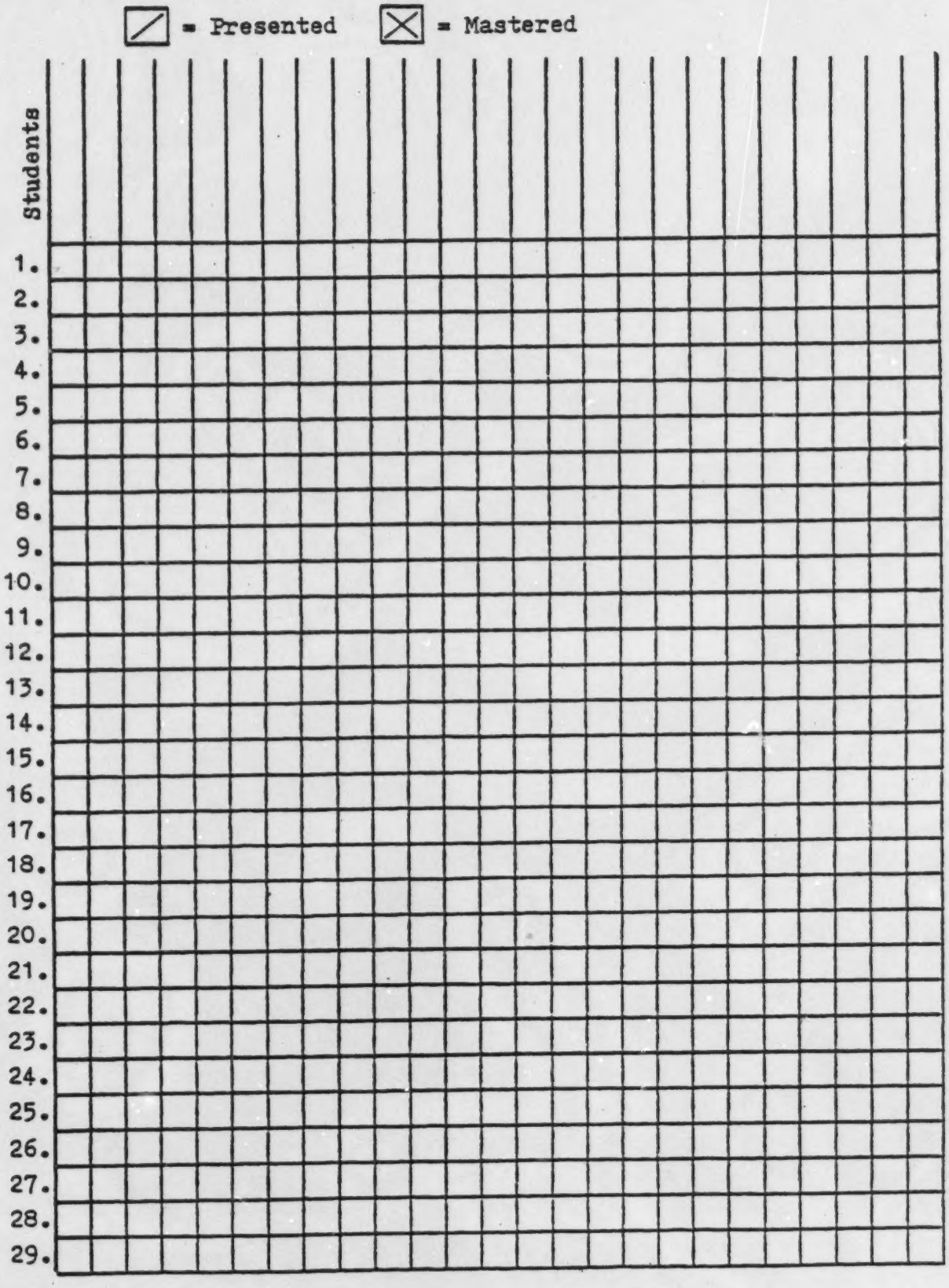
UNIT VIII Lesson 84 REVIEW LESSON

(Review in Unit IX)

Set your clock to 7 and 8:30	☐	1.
Set your clock to 5:15 and 10:45	☐	2.
Stand next to the shirt	☐	3.
Put the spoon inside the glass	☐	4.
Pick up some papers	☐	5.
Touch the middle of the circle	☐	6.
Stand between Sunday and Monday	☐	7.
Give me a whole box of crayons	☐	8.
Point to the nearest blouse	☐	9.
(Teacher sets clock and says)		
At 5 after 2:00 you will touch the second crayon in the row	☐	10.
At 20 after 3:00 you will put a few crayons on the chair	☐	11.
At 1:15 you will run to the farthest chair	☐	12.
At 4:30 you will walk around the table	☐	13.
At 6:00 you will put your hands over your head	☐	14.
Point to the widest box	☐	15.
Pick up most of the beans	☐	16.
Point to the top of the skirt	☐	17.
Put your arm through the big box; circle; square	☐	18.
Walk away from the chalkboard	☐	19.
Put Tuesday, Wednesday and Thursday in a row	☐	20.
Pick up the triangle that is different	☐	21.
Clap your hands after you touch Friday	☐	22.
Put the jacket in the corner	☐	23.
Pick up several books	☐	24.
Give me zero books	☐	25.
Stand behind me... Put your hands above your head	☐	26.
Put Saturday in front of me	☐	27.
Give me Monday, Wednesday and Friday	☐	28.
Skip Tuesday, Thursday and Saturday and pick up Sunday	☐	29.

Keep your clock stored in this page.

Date_____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TARGET VOCABULARY -- UNIT IX

LESSONS 85 - 93

You will combine these new ACTIONS with this vocabulary.

Actions	Nouns		Others
pet	cat	deer	by
	kitten	bear	
	dog	tiger	
	puppy	lion	
	butterfly	turtle	
	bird	zebra	
	duck	giraffe	
	chick	elephant	
	rooster	camel	
	hen	snake	
	bee	monkey	
	horse	gorilla	
	pig	hippopotamus	
	sheep	kangaroo	
	cow	eagle	
	turkey	peacock	
	fish	seal	
	rabbit	whale	
	mouse		

Past tense phrases are included in commands in this unit.

Many basic concepts (Boehm) are reviewed in this unit.

It will be helpful to have a set of plastic animals and 2-3 sets of colored picture cards of the animals listed in the Nouns column.

FEEL FREE TO ADD AND MAKE YOUR OWN RECOMBINATIONS OF VOCABULARY.

REVIEW COMMANDS

Set the clock to 7:30; 8:15; 10:45; (other times)
At 7:30 you will walk around your desk
At 20 after 5 you will touch the book on (below) the table
At 10:45 you will skip to the nearest window
At 9:05 you will draw a circle in the center of the blackboard

COMMANDS

Point to the little kitten
Point to the big cat
Draw a cat... Cut out the cat... Color the cat black
Show me a puppy... Draw a fat (thin) little puppy
Put the puppy (you drew) into the yard
Draw a dog
Cut out the dog... Hold the dog... Hold up the dog
Push the dog away from the house... Now pet the dog
Point to the dog (you pushed)
Push the puppy next to the dog... Pet the puppy
Show me the puppy (you pushed)
Hold the cat and the kitten... Put them behind the garage
Show me the bird
Pick up the yellow (green, blue) butterfly
Point to the butterfly (you picked up)
Put the bird next to the butterfly (you picked up)

NOVEL COMMANDS

Pretend you are a bird... Fly like a bird
Pretend you are a cat and catch the bird
Put the bird on top of (at the bottom of) the house
Jump with the dog
Run with the cat and jump over the fence
Hold up the butterfly and skip away from the garage

UNIT IX Lesson 86 DOMESTIC ANIMALS - FARM ANIMALS

REVIEW COMMANDS

Jump over the puppy
Stand next to the dog
Pick up the kitten and pet it
Draw a cat and pet the cat
Push the bird next to the butterfly
Hold the puppy (kitten) in your arms

COMMANDS

Put the duck by the water.
Pick up the duck and put it in the water
Point to the rooster and put him on the fence
Touch the chick... Rub the little chick's head
Put the chick by the kitten
Show me the hen and hold up the hen
Put the hen by the rooster
Pick up the rabbit
Pet the rabbit; duck; rooster; hen
Point to the bee... Touch the bee... Put the bee on top of the butterfly

NOVEL COMMANDS

Put the duck and the chick and the rooster in the water... point to the water and jump
Put the hen under (on) the garage... Push the hen into the water
Put the kitten on the rooster's head... Put the duck on the kitten's head
Pick up the chick and put it on the duck
Hop backward to the water
Pretend you are a rooster and sing (crow)
Pretend you are a duck and sing (quack)

REVIEW COMMANDS

Pet the bee

Pick up the chick (duck) and hold it up; put it down

Hold the rooster... Hold (hold up) the hen

Put the rooster by the hen

Pick up the chick and put it on (inside, under) the box

Put the brown (white) duck by the big black cat

Put the little white chick by the fat white duck

(Use color words + big, little to describe animals)

COMMANDS

Show me the brown (white, black) horse

Touch the little (big) pig

Pick up the little (big) black sheep

Pretend you are a sheep and sing (baa-baa)

Point to the black (white, brown) cow

Pass the thin horse and the fat pig to Maria; other student

Put the grey sheep and the fat cow in the yard

Point to the turkey... Pick up the turkey and put it down by the cow

NOVEL COMMANDS

Throw the sheep and the cow into the water

Put the little pig on the black cow... Put the black cow on your head and pet the cow

Put the horse and the pig on your arm... Put your arm in the water

Put the rabbit under the turkey

Pretend you are a horse and run

Pretend you are a turkey... Shake your head and sing (gobble, gobble)

REVIEW COMMANDS

Pet the fat brown (pink, black) little pig
Point to the big black (white) horse
Put the sheep by the horse (you pointed to)
Show me the black (white, brown) cow
Touch the pig... Point to the pig (you touched)
Walk backward to the hen... Put it on (under) the box
Pass the turkey to ____
Show me the turkey (you passed)

COMMANDS

Touch the fish... Put the fish in the water
Pick up the bee and put it on top of the butterfly
Pet the mouse... Point to the mouse (you petted)
Throw the fish and the mouse to me
Pick up the rabbit... Show me the rabbit (you picked up)
Draw a big circle around the fish; bee; rabbit; mouse
Show me the circle (you drew)

NOVEL COMMANDS

Put the bee and the fish on the turkey... Put the turkey on your head and point to your head
Put the mouse on top of your nose and jump backward and forward
Put the fish under the mouse (turkey) and laugh
Put the turkey on your head
Pretend you are a rabbit and eat (Mimic nibbling with hands up)

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REVIEW COMMANDS

Pick up the bee... Put the bee on top of the bird
Put the mouse in the center of the table; chair
Draw a circle around the mouse
Point to the fish... Put it on my foot
Put the bird behind (over, next to, below) the fish

COMMANDS

Point to the turtle... Pet the turtle
Touch the deer... Put the deer in the corner
Put the bear to the right of (left of) the rabbit
Show me the deer and put the deer behind the bear
Walk away from the bear and the deer
Pick up the lion and push it forward (pull it forward)
Pick up the tiger and push it backward
Put the tiger in the corner

NOVEL COMMANDS

Put the tiger below the table
Put the deer on my shoulder; head; feet; arms; nose
Put the bear next to your chair; on the table
Put the tigers in a row and laugh and sing
Put (student) behind (2 other students) in a row
Pretend you are a lion and sing (growl)

REVIEW COMMANDS

Put the deer, the bear, and the turtle in a row

Push the tiger away from the fish; turtle

Put the bear behind your head

Give me the deer and jump around the nearest chair

Point to the turtle and put it below the nearest window; desk; table

COMMANDS

Show me the zebra and pass it to (student)

Touch the elephant and walk away from the elephant

Point to the camel and pet it

Draw some, not many, camels

Pick up the zebra and put it on the right (left) side of the elephant

Point to the tall giraffe... Draw a pair of giraffes

Pick up the box and put it under the table

Put the snake on the camel

Draw a circle around the snake

Hold the turtle over the snake

NOVEL COMMANDS

Jump around your chair and sit under it

Put the zebra on your shoulders and walk around the table with it

Put a pair of shoes on the zebra

Put the elephant on top of the camel... Give the camel to (student) and jump around the chair with (student)

Put the snake on the elephant and put them inside the little box (Let them enjoy the impossibility of this command.)

UNIT IX Lesson 91 ZOO ANIMALS

REVIEW COMMANDS

Point to the snake and put it on the chair
Put the elephant in the corner
Show me the zebra and give it to me
Hold the giraffe over the camel
Pick up the bear and put it below the window
Put the tiger to the right of (left of) the lion
Put the camel behind the giraffe

COMMANDS

Touch the kangaroo and pass the kangaroo to ____
Point to the gorilla and pass it to ____
Draw a triangle around the gorilla
Show me the monkey and put the monkey, the gorilla and the kangaroo in a row
Point to the hippopotamus and draw a big circle around it
Show me the hippopotamus and pass it to ____

NOVEL COMMANDS

(Keep putting different combinations of animals near, above, below, next to others.)
Hold up the hippopotamus and put it on your feet; nose, etc.
Pet the gorilla and the monkey
Jump with the kangaroo around the room
Pretend you are a gorilla (Show a frightening pose with arms up high)
Shake the hippopotamus

UNIT IX Lesson 92 ZOO ANIMALS

REVIEW COMMANDS

Point to the monkey and put it below (above, next to, to the right of, to the left of) the hippopotamus

Show me a few elephants; zebras; camels; gorillas

Point to the tigers (lions) that are separated

Pick up the bear (kangaroo) and put it in the corner

COMMANDS

Touch the eagle... Show me the eagle (you touched)

Hold up the eagle... Point to the eagle (you held up)

Show me the peacock

Draw a circle around the peacock

Show me the circle (you drew around the peacock)

Touch the black seal and push it into the water

Point to the whale

Put the whale in the water

Show me the whale (you put in the water)

NOVEL COMMANDS

Pretend you are a peacock and walk around the room (strut proudly and slowly)

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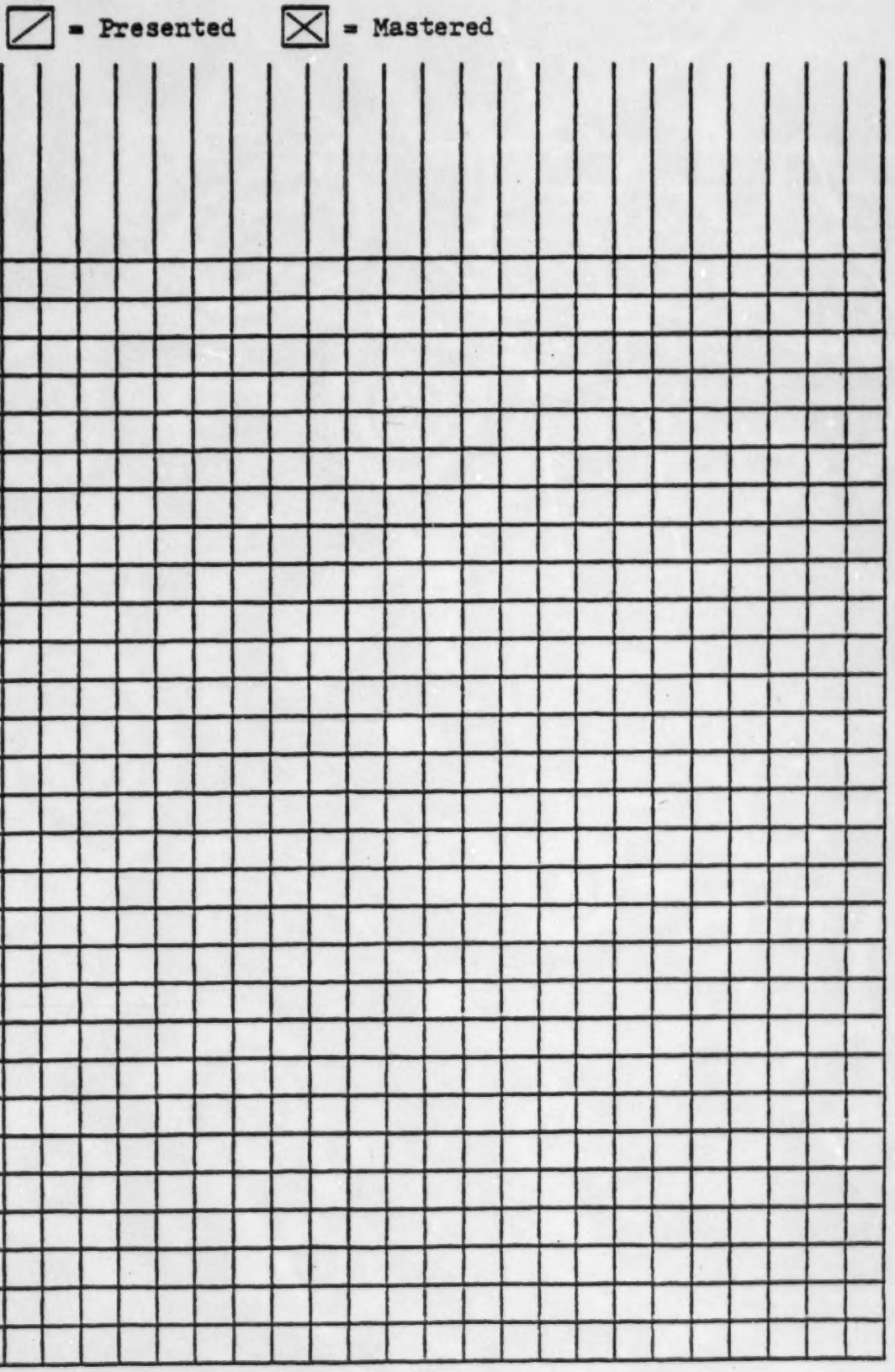
UNIT IX Lesson 93 REVIEW LESSON

(Review in Unit X)

Point to the dog and put it in the corner	☐	1.
Hold up the kitten and the duck	☐	2.
Put the kitten inside the box	☐	3.
Draw three cats in a row	☐	4.
Show me a little puppy... Pet the puppy	☐	5.
Put the rooster on the desk farthest from the door	☐	6.
Put the horse below the window	☐	7.
Show me the hen, the cow, and the chick	☐	8.
Pick up the sheep and the pig	☐	9.
Put the bird between the butterfly and the bee	☐	10.
Give me the turkey and the rabbit	☐	11.
Show me several fish	☐	12.
Point to the fish that is different	☐	13.
Draw a circle around the snake and the mouse	☐	14.
Put the turtle by the water	☐	15.
Put the tiger, the deer, and the lion in a row	☐	16.
Put the seal to the left of the whale	☐	17.
Put the eagle under the table	☐	18.
Put the fish and the seal in the water	☐	19.
Touch the big peacock and the big whale	☐	20.
Pass me the brown bear	☐	21.
Show me the tall giraffe and the grey elephant	☐	22.
Put the camel and the rabbit next to the zebra	☐	23.
Push the monkey and the gorilla forward	☐	24.
Put the kangaroo to the right of the hippopotamus	☐	25.

UNIT IX - LESSON 93

Date_____



TARGET VOCABULARY -- UNIT X

LESSONS 94 - 102

You will combine these new ACTIONS with this vocabulary.

Actions	Nouns		Others
be	doctor	cook	as
drive	dentist	waiter/ waitress	thank you
tap	druggist/ pharmacist	menu	while
strum	aspirin	baker	
play	clerk	butcher	
	nurse	barber	
	money	beautician	
	plumber	bus driver	
	carpenter	pilot	
	electrician	tickets	
	mechanic	telephone operator	
	gardener	dial	
	fireman (woman)	truck driver	
	mailman (woman)	painter	
	letters	astronaut	
	garbage collector/ trash collector	banker	
	milkman	farmer	
	policeman (woman)	musician	
	motorcycle	drum	
		guitar	
		piano	
		dancer	
		airplane	
		spaceship	

FEEL FREE TO ADD AND MAKE YOUR OWN RECOMBINATIONS OF NEW AND EARLIER VOCABULARY.

RECORD THE NOVEL COMMANDS THAT YOUR STUDENTS HAVE CREATED.

NOTE: Use costumes, accessories, or props that will help the students "be" the various workers.

REVIEW COMMANDS

Put the seal to the left (right) of the whale

Point to the tall giraffe and the grey elephant

Skip forward to the kangaroo

Put three (two, four) tigers in a row

Show me the whale (you put in the water)

COMMANDS

Show me the doctor... Pick up the doctor and put him down

Point to the dentist... Kim; pretend you are the dentist... Look into Thieu's mouth and touch his teeth

Touch the druggist / pharmacist

Put the dentist by the druggist

Put the doctor (druggist) by the window; table; chair

Lucy, be the doctor... Touch Sarah's head and give her some aspirin

Show me the clerk; nurse

Put the clerk behind the table

Rosa, be a clerk... Show a blouse and skirt to Maria... Maria, give her some money

Put a cup of water next to the nurse

Draw a circle around the nurse

Show me some money

Pick up the money and give it to me... Thank you... Now give the money to the policeman

NOVEL COMMANDS

Give a hot dog to the doctor; dentist

(Command students to give food or household items to the various workers. Add: jump backward, skip around, hop forward, etc. Also add: frown, smile, laugh, dance.)

UNIT X Lesson 95 OCCUPATIONS

REVIEW COMMANDS

Put the druggist next to the clerk
Color the druggist; pharmacist
Pass me some aspirin
Put the doctor by the nurse
Hug the doctor and the dentist
Give the orange juice to the doctor
Give the money to the clerk
Give the aspirin to the nurse

COMMANDS

Point to the plumber
Show the toilet to the plumber
Juan, be a plumber... Look at the toilet and frown
Pick up the carpenter
Give the hammer (nails) to the carpenter
Sara, be a carpenter... Hit the nail with the hammer
Show me the electrician... Show the lamp to the electrician
Pick up (put down) the mechanic
Show the T.V. to the mechanic
Clara, be a mechanic... Touch the T.V. and frown
Put the mechanic by the gardener
Give the hose (rake, shovel) to the gardener

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UNIT X Lesson 96 OCCUPATIONS

NOTE: Collect any costumes or accessories that would make the students "become" the listed community helpers.

REVIEW COMMANDS

Show me the carpenter... Put him (her) by the plumber

Put the plumber by the electrician

Put the electrician by the light

Open and close the door

Knock on the door

Point to the mechanic and give him to me

Pick up the gardener and give the hose (rake) to the gardener

COMMANDS

Pick up the fireman; woman ... Show me the fireman; woman

Be a fireman; woman... Pour some water on the fire

Show me the mailman; woman

Juan, be a mailman... Juan, give me some letters

Touch the garbage collector / trash collector

Show the trash collector to (student)

Give the garbage can to the garbage collector

Show me the milkman

Jaime, be a milkman... Knock on the door and give Maria some milk

Maria, hug the milkman

Point to the policeman; woman

Karen, be a policewoman

Sal, give the paper to the policewoman

____, be a policeman and blow your whistle

Point to the motorcycle

Put the policeman on his motorcycle

REVIEW COMMANDS

Pretend you are a garbage collector and pick up the garbage

Be a milkman and give me some milk

Show me the policeman; woman

Put the policewoman between the milkman and the fireman; woman

Put the policeman on the motorcycle

COMMANDS

Point to the cook and the waitress; waiter

Touch the cook... Put the cook by the oven

Knock on the oven... Open and close the oven door

Touch the menu

Show me the waitress... Give the plate (menu) to the waitress; waiter

Be a waiter, Juan... Give the coffee to Kim... Kim, drink the coffee and smile

Show me the baker... Pass the bread to the baker

Tami, be a baker... Put the bread in the oven

Clara, pretend you are a butcher... Cut up the meat and hang it up... Hold it up and smile... Show the meat to the cook

Sara, pretend you are the cook... Look at the meat, cut it, touch it and frown

Pretend you are a barber and cut ____'s hair

Put the barber by the beautician

Pretend you are a beautician... Comb Maria's hair

REVIEW COMMANDS

Put the meat between the butcher and the cook
Pass the bread to the baker
Show me the waitress and the menu
Point to the barber
Touch the beautician
Rub the barber's head
Run with the baker
Give the money to the butcher

COMMANDS

Pick up the bus driver and put him (her) down
Give some money to the bus driver
Hold up the truck driver
Show the tickets to the bus driver; truck driver
Pick up the telephone operator and her telephone
Sara, be a telephone operator and dial (pick up) your telephone
Point to the truck driver
Skip backward with the truck driver and the telephone operator
Jerry, be a truck (bus) driver and drive your truck; bus (make motions of driving)

NOVEL COMMANDS

Rub the barber's head on the baker's feet
Jump backward with the truck driver
Skip around the truck driver and laugh
Rub your head on the telephone operator's telephone
Run to the bus driver, hug him and give him a ticket

UNIT X Lesson 99 OCCUPATIONS

REVIEW COMMANDS

Run to the telephone operator and the truck driver
Jump with the bus driver
Give me the bus driver
Show me the ticket and the money
Drive your truck; bus

COMMANDS

Touch the painter... Hold up the painter
Pick up the painter's hat; jacket
Show me an astronaut
Point to the astronaut's shoes; gloves; arms; legs, etc.
Give the banker to (student); me
___, be a banker and give me some money
Point to the banker (who gave me the money)
Pick up the farmer
Show me the farmer's shirt; overalls; hat
Be a farmer and sit on your tractor
Drive your tractor around the field
Show me the farmer (who drove his tractor around the field)

NOVEL COMMANDS

Push the tractor around the farmer
Sit under the tractor and frown
Put the farmer's overalls on the banker
Give the banker's money to the painter

REVIEW COMMANDS

Be an astronaut and point up and jump
Show me the astronaut (who pointed up and jumped)
Give some money to the banker
Put a rake and a hose next to the farmer
Walk away from the painter

COMMANDS

Point to the musician... Touch the musician
Show me the drum; guitar
Tap the drum and the guitar... Hold them up and put them down
Tap the guitar... Strum the guitar
Hold the drum in your right (left) hand
Strum the guitar with your right hand
Show me the piano
Be a musician and play the piano... Strum the guitar... tap the drum
Hold the guitar in your right hand and the drum in your left hand

UNIT X Lesson 101 OCCUPATIONS

REVIEW COMMANDS

Show me the musician and his guitar; drum; piano
Pick up the drum and hold it up
Tap the drum and strum the guitar
Walk to the piano and play it

COMMANDS

Walk with the musician to the dancer
Jorge, be a dancer... Dance with ____
Now dance with me
While Jorge dances, play the guitar; piano; drum
Point to the pilot... Touch the airplane
Put the pilot in the airplane
Pick up the pilot and put him next to the astronaut
Touch the spaceship... Put the astronaut in the spaceship
Show me the big (little) airplane
Put the big airplane, the little airplane and the spaceship in a row
Walk with the pilot to his airplane
Hop with the astronaut to his spaceship

Put the policeman (woman) on his (her) motorcycle		1.
Point to the fireman (woman) and the hose		2.
Pick up the mailman... Pick up his letters		3.
Show me the garbage collector		4.
Touch the milkman and the telephone operator		5.
Give the doctor an aspirin		6.
Put the dentist and the pharmacist under the desk		7.
Give the beautician some money		8.
Put the carpenter next to the electrician		9.
Put the plumber, the gardener, and the mechanic in a row		10.
Show me the cook, the waitress, and the menu		11.
Comb the barber's hair		12.
Point to the pilot and the airplane		13.
Pick up the butcher and put him down		14.
Give the bus driver (truck driver) a ticket		15.
Push the astronaut to his spaceship		16.
Put the guitar next to the musician		17.
Pick up the painter and put him down		18.
Pull the farmer to his tractor		19.
Put the money next to the clerk		20.
Show me the dancer and the guitar		21.
Pick up some money and give it to the banker		22.
Point to the telephone operator		23.
Dial the telephone		24.
Be a policeman... Hold up your hand and blow your whistle		25.

UNIT X - LESSON 102

Date_____

= Presented = Mastered

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RESOURCE MATERIALS

The following are excellent resource materials using Total Physical Response and Natural Approach techniques.

1) Asher, James J. Learning Another Language through Actions; The Complete Teacher's Guidebook

   Sky Oaks Productions, 19544 Sky Oaks Way, Los Gatos, CA 95030
   (For beginning and intermediate groups.)

2) Asher, James J. Unisets - The Airport
   The Kitchen
   The Home
   The Town

   Sky Oaks Production, 19544 Sky Oaks Way, Los Gatos, CA 95030

3) Seeley, Contee and Romijn, Libby, Live Action English

   Alemany Press, P.O. Box 5265, San Francisco, CA 94101
   (For intermediate groups.)

4) Maley, Allen and Duff, Alan, Drama Techniques in Language Learning

   Cambridge University Press, New York
   (For advanced classes.)

5) Terrell, Tracy and Kraschen, Steven, The Natural Approach to Language Acquisition (to be published shortly)

   Contact Dr. Terrence Terrell - U.C. Irvine Dept. of Linguistics
   (For all levels)

6) Galyean, Beverly Language from Within

   Kenzel Consultant Services, 767 Gladys Ave., Long Beach, CA 90804
   (For intermediate levels)

7) Moskowitz, Gertrude Caring and Sharing in the Foreign Language Classroom

   Newbury Press, or Sky Oaks Productions (see address above #1)
   (Mostly intermediate and advanced levels)

8) Marquez, Nancy Learning with Movements (Aprendiendo con Movimientos)

   Sky Oaks Productions, 19544 Sky Oaks Way, Los Gatos, CA 95030
   (For pre-school and Kindergarten)

9) Sharon Bassano, & Christison Mary Look Who's Talking

   Alemany Press, P.O. Box 5265, San Francisco, CA 94104
   (For intermediate and advanced groups - Jr & Sr High School)